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MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION.

VOLUME THE SECOND.

Gt. Britain

MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION:

WITH

APPENDICES.

1845.

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Report on the Battersea Training School and the Battersea Village School for Boys, by the Rev. Henry Moseley, M.A., F.R.S.

My Lords, *Wandsworth, February* 23, 1846.

In obedience to your Lordships' instructions for the inspection of Normal Schools, I have twice inspected the Battersea School for the Training of Masters since the date of the Report addressed to you by the Rev. J. Allen (August, 1843), having commenced my first inspection on the 16th September, 1844, and the second on the 4th October, 1845. The institution had shortly before the former date passed from the hands of Mr. Kay Shuttleworth and Mr. Carleton Tufnell,—by whom it was founded, and at whose expense it had been principally supported,—into those of the National Society, and it was deemed inexpedient to report to you the characteristic features of a change which was then still in progress, or the results of a course of study which on this account had for some time been unsettled.

The house occupied by the institution, which afforded in its original state somewhat scanty accommodation for 50 students, has been enlarged, according to the plan detailed in Mr. Allen's Report, and published in your Minutes for 1842-3 (p. 64).*

These alterations have been made at a cost of 2200*l.*, granted by your Lordships for that purpose to Mr. Kay Shuttleworth and Mr. Carleton Tufnell, prior to the transference of the institution to the National Society.

Accommodation is now supplied in the sleeping-apartments for 70 students.† The refectory and the kitchen, with its offices, are found, however, to be inconveniently small, and the lecture-rooms are excessively crowded.‡

The following is a list of the officers of the institution:—

All those heretofore employed have been retained, and no other

* This plan has, however, been deviated from in the following respects:—1st. A communication has been established between the private kitchen of the Principal's residence, marked u in the plan, and the kitchen of the institution, through the entrance-hall g; and the wall dividing the servants' yard from that to which the students have access.

2nd. Doors have been opened from the passages which separate the dormitories to the air-shaft, and a pulley affixed to the top of that shaft, over which a rope has been passed to be used for raising heavy weights into the dormitories. It is to be regretted that an arrangement which supplies increased facilities of supervision to the Principal, and which saves trouble in the domestic department, should have destroyed that entire separation of the apartments occupied by the students from all others, which had been provided for in the original plan.

† Seventy-two students are resident in the institution at the date of this Report.

‡ The National Society has recently voted a sum of 750*l.* for the erection of new class-rooms of large dimensions.

alteration * has been made in the staff than the appointment of the Rev. T. Jackson to the office of Principal.

The Rev. Thomas Jackson, M.A. .	Principal.
The Rev. John Hunter, M.A. . .	Vice-Principal.
Mr. Thomas Tate	Mathematical-master.
,, M'Leod	Master of Method.
,, May	Music-master.
,, Martin	Music-master, and Leader of the Choir.
,, Viner	Drawing-master.
,, Zurhorst	Writing-master.
,, Cousins	Drill-master.
,, Bowley	Manciple and Industrial Master.

I have appended to this Report a syllabus of the course of instruction given by each of these gentlemen during the last year.

The Principal resides within the walls, and his lady undertakes the general superintendence of the household department, aided by a confidential servant filling the office of matron.

The annual charge made to each student for board and washing is 32*l.* 12*s.*

No fee is paid for instruction. Five exhibitions, each of 15*l.* a-year, and five of 10*l.*, were offered by the National Society at the commencement of the year 1845, to such candidates for admission as should be considered the most eligible.

All these exhibitions have been filled up; and four others, one of 15*l.*, two of 10*l.*, and one of 5*l.*, have since been founded by private benefactors for such students, actually resident in the institution, as shall be judged by the Principal most deserving of encouragement.†

The circumstances under which these exhibitions have been appropriated will be found stated in the table (A.), which I have appended to this Report. In making the appropriation, the Principal has taken into his view as well the actual poverty of the candidate as his probable success in the career on which he is about to enter.

Students are not admitted under the age of 20 or above that

* An exception is to be made to this remark in the case of Mr. Hughes, lecturer on geography, whose services have since Midsummer last been discontinued. It is but due to this gentleman to state that no course of lectures given in the Institution appears to have commanded, more entirely than his, the attention of the students, or to have accomplished in every respect more fully the objects for which it was delivered. I have appended to this Report a syllabus of the course of lectures delivered by Mr. Hughes to the first class of students, during the few months which preceded my first inspection. See Appendix N.

† The National Society having been induced, by the offer of contributions to one or other of the training institutions, to establish subsidiary funds for their special benefit, the Principal has recently issued a circular, of which I have annexed a copy to this Report (Appendix D), calling the attention of the friends of the institution to its pecuniary wants, and urging upon them its claims to their support. The exhibitions referred to in the text are among the first fruits of this application. Donations to the amount of 235*l.* 15*s.* have been received at the date of this Report.

of 36. In some special cases this rule has, however, been a little relaxed.

The object contemplated by the National Society in undertaking the charge of the institution is the preparation of schoolmasters chiefly for manufacturing and mining districts, and it is supported from their special fund contributed for the promotion of education in those districts.

The qualifications required in candidates for admission, as stated in a circular of the Society, dated March 25, 1844, of which I have appended a copy to this Report (see Appendix E.), are that "they should read fluently, spell correctly from dictation, write a good bold hand, be well practised in arithmetic as far as the Rule of Three, and above all, that they should have a competent knowledge of the Holy Bible and the book of Common Prayer."

Each student is considered during the first three months of his residence a probationer. If before the expiration of that period he exhibit no fitness for the office of a teacher, he is advised to withdraw. Six students have left under these circumstances during the last year.

The number of students resident at the time of my first inspection (Sept., 1844), was 24; at my second inspection (Oct., 1845), this number had increased to 67.* Their ages at the former period varied from 15 to 42—their average age being 21 years and five months. At the latter period, their ages varied from 16 to 29, and their average age was 21¼ years. Under the former management students were admitted from the age of 15;† and of those resident at my first inspection 10 were of this junior class, of whom one had been in the institution three years, four two years, and the rest one year. Of these junior students two remained at my second inspection. The rest have become assistant masters in different elementary schools.

The previous occupations of those admitted under the new regulations had been very various. A large proportion had been clerks, some shopmen, several printers; a less proportion than might have been expected had followed mechanical employments; and the number who had sought from an early period in life the office of a schoolmaster, although it included some of the most promising, was the least numerous.

Their attainments on their admission had been of a very varied character; and in some so meagre as scarcely to reach the narrow limits of that preliminary knowledge which is required by the rules of the institution. Others had afforded the evidence of habits of industry already formed and much previous self-instruction. The most promising students are not, however, always found amongst those who enter the institution with the greatest amount of acquired knowledge: of these, some *add* to their attainments but slowly;

* At the date of this Report it is 72.

† The majority of these had been selected from the schools of pauper unions.

others are found to be deficient in that energy of character, and some few in that lowliness of disposition, which is essential to the character of the elementary teacher, who must accustom himself to travel again and again over the very first principles of any knowledge he may have acquired, that he may learn to communicate it in the best way to children.

The term of residence is fixed, as its least period, at one year, and as its greatest at two years.

During the second year of their residence, the students are recommended to situations as they are found qualified to fill them; so that, to a certain extent, the time when each leaves the institution depends upon the progress he makes.

The average period of residence of those students who have left the institution during the last year has been one year and nine months.*

I have appended to this Report (see Appendix B.) a list of the students who have been trained in the institution from its commencement, and I have annexed to the name of each that of the school in which he was first placed. The Principal takes a lively interest in the students who have left during the period over which his supervision has extended; he encourages them to write to him from time to time, and corresponds, in matters relating to their welfare, with the directors of the schools of which they are placed in charge. At my request he has been good enough to annex to the names of the students some extracts from this correspondence, having reference to the success with which their labours have been pursued.

I have appended to my Report a table specifying the circumstances under which each of the students has been admitted to the institution and is maintained in it (see Appendix A.), and a copy of the general routine of their occupations (Appendix C.). It will be seen that, rising at 5 o'clock in the summer, they devote an hour and a half of the early morning to household work and to the healthful labours of the garden; that they have then an hour's lecture on four days of the week, which terminates at 8 o'clock, when they assemble for morning worship.† At half-past 8 they breakfast, and at 9 proceed again to their industrial occupations.

The pleasure-grounds and garden cover an area of six acres: they are tastefully laid out, and well planted. The plantations contain a remarkable variety of forest trees; and as a means of cultivating the taste of the students, and enlarging indirectly the boundaries of their knowledge, to every tree there has been affixed,

* Many of these were of that class of junior students who had been long resident under the former management. According to the present system, the average term of residence will not probably exceed one year and three months.

† The morning service consists in reading a portion of the Scriptures, and prayers selected from the Liturgy, or from the prayers of Bishop Jeremy Taylor or Bishop Blomfield. The Principal generally officiates.

on a label, its common and its botanical name, and the name of that part of the globe where it is indigenous.

During the spring of the present year, a portion of the ground was laid out, under the direction of one of the students, as a botanical garden appropriated to British plants, arranged according to the natural system; and some hundreds of specimens, collected in botanical excursions which the Principal has occasionally allowed the students to make, have been assembled and classified in it.

I have thought that a pursuit so humanizing in its influence, so healthful and so well adapted to occupy the leisure hours of a village schoolmaster, would not be judged undeserving of your Lordships' approbation.

Influenced by the same motives which have led him to avail himself of the opportunity which the garden supplies for enlarging the sphere of observation of the students in Natural History, suggesting to their minds subjects of inquiry, and cultivating the habit of self-instruction, the Principal has caused the busts of eminent men to be placed in conspicuous positions in the hall, lecture-rooms, and passages; and the walls to be covered with historical prints, tracings from monumental brasses, philosophical diagrams, and architectural models. The knowledge thus presented to the students is eminently of a *suggestive* character; it fixes upon them a constant but unobtrusive motive to self-instruction, and will probably, in some instances serve as the foundation of larger and more permanent acquisitions than those studies to which their attention is compelled. Nor must the value, for the purposes of this institution, be underrated of that humanizing influence which cannot but be exercised by the portraits, continually before their eyes, of men who have departed in the faith and fear of God, and who have been eminent for their services to mankind, by relics of ancient piety and devotion, and by the presence of models, however humble, of the monuments of ancient art. As the eye rests on these, honourable actions refresh the memory, and the love of that which is good strengthens itself by a union with that which is great and that which is beautiful.

A workshop has been added to the institution, in which, at the time of my first visit, the sectional model of a steam-engine was in progress of construction, together with a model map of the continent of Europe,* in which all the variations of surface-level were represented upon the principle of Bauerkeller's maps, but on a scale six times greater.

A printing-office has, during the last year, been erected, and a printing-press and fount of type purchased,—by the contributions of some of the friends of the institution,—for printing documents to be used in the instruction of the resident students, and the circulars which it is proposed to address, from time to time, to those who

* This map has since been completed, together with an excellent map on the same principle, of the Holy Land.

have left, to inform them as to the improvements which may have been made in the methods of instruction, and to keep alive in their minds a sense of the interest which is still taken in their welfare by those who have heretofore laboured so zealously for it.

I have appended a list of the apparatus constructed by the students during the last year for the use of the institution, and an account of their labours in the alteration and improvement of the buildings and grounds (Appendix F.). The out-door occupations are carried on under the supervision of Mr. Bowley, the industrial master.*

The hours from 10 to 12 in the morning, from 2 until 5 in the afternoon, and from 7 to 8½ in the evening, are occupied in study. Half-past 1 is the dinner hour. I have appended a copy of the dietary (Appendix H.).†

Nine o'clock is the hour of evening worship, when, in addition to the form of service adopted in the morning, one of the hymns of the Church is chanted, and an exposition given by the Principal, founded upon some Scriptural doctrine or some Scriptural character. The institution is without a private chapel.

The freest intercourse is maintained between the Principal and the students; and every facility is afforded and encouragement given to them to communicate confidentially with him on matters connected with their welfare.

I am informed by Dr. Connel, the medical attendant, that the institution has been visited by no endemic disease during the last year, and that three cases only of acute illness have occurred; one of strangulated hernia, one of inflammation of the lungs, and one of dysentery.

Sore throats, formerly very prevalent, are now of rare occurrence.

The subjects of instruction may be classed under the following heads:—

Religious Knowledge.
Literature.
Science.
The Art of Teaching.
Penmanship.
Music.
Drawing.
Gymnastics.

In *Religious Knowledge*—the particular subjects tendered for examination were the books of Genesis Exodus and Numbers; the four Gospels; the Acts of the Apostles; the history of the Church

* I have enclosed a copy of the routine, according to which the students take a part in the household work, and the other industrial occupations of the institution. (See Appendix G.)

† Each student eats as much as he likes; and I am informed that the food provided is of the best quality, and that everything connected with the household department is provided on the most liberal scale.

to the Council of Nice; a general sketch of the progress of Christianity in Britain, from the earliest times to the Norman Conquest: the Prophecies having reference to the Messiah, and the principal doctrines of Scripture.

In *Literature*—English grammar and etymology; the history of England from Hen. VIII. to Charles I. inclusive, and from George III. to Victoria; the historical and political geography of Asia, with a special reference to the Assyrian and Persian Empires, and to China.

In *Science**—Arithmetic, including the demonstration of its rules by methods adapted to the purposes of elementary instruction, and the art of constructing arithmetical questions under such forms as render their answers easy of verification to the teacher.

Algebra,—as far as quadratic equations, and arithmetical and geometrical progressions.

Mensuration.—A selection of its most useful rules, including those applicable to excavations and cuttings for roads, canals, and railways.

Geometry.—Those propositions of the first book of Euclid which are required for the demonstration of the 47th proposition.

The first elements of *Mathematical Geography* and the use of the Globes.

Mechanics.—Simple problems in the theory of work, and the theory and construction of the steam-engine.

Natural Philosophy.—The chief properties of the atmosphere and hydraulic machines.

The first steps in *Agricultural Chemistry*.

Geography,† descriptive and physical, Palestine, Asia Minor, Asia, Europe—1st Class. St. Paul's travels, Palestine, Physical Geography of England—2nd Class.

Art of Teaching.—The organization of a school.
The discipline of a school.
The moral ascendancy of a master in a school.
The analysis of a lesson.
The Bible lesson.
The lesson in the Catechism.
The Reading lesson.
The Spelling lesson.
The lesson in Geography.

Writing.‡—The students receive two lessons in writing from Mr. Zurhorst every week, at one of which they are instructed according to the method of Mulhauser.

Music.—Of the three singing classes, two are instructed by Mr. Hullah's assistant, Mr. May; and the third class, composed of the students recently admitted, is taught by one of the students

* See Mr. Tate's Syllablus, Appendix L.
† See Mr. M'Leod's Syllablus, Appendix M.
‡ See Mr. Zurhorst's Report, Appendix Q.

of the first class. The subjects tendered for examination were:—

1st Class.—The construction of major and minor scales, and the intervals derived from those scales; singing from the treble stave, and a few from the bass and tenor staves.

2nd Class.—The construction of major scales; intervals as far as the fifth; exercises in the treble staves and in common time.

Feeling myself wholly incompetent to do justice to the merits of this branch of the course of instruction, I have solicited the assistance of Mr. Sterndale Bennett, Professor in the Royal Academy of Music, and I have much pleasure in being able to append to my Report the opinion of a musician of so much eminence. (See Appendix P.)

*Model-Drawing.**—The students of the first class draw from solid, those of the second class from wire, models.

Gymnastics.—I have appended to my Report (Appendix S.) a statement furnished to me by the teacher of Gymnastics, as to the nature of the instruction he is accustomed to give and its objects.

The number of hours devoted to each subject of instruction will be found in the following table:—

NUMBER of HOURS devoted Weekly to each occupation of the Students.

Occupation.	1st Division.	2nd Division.
	Hours.	Hours.
Church History	5	5
Scripture	5	5
English History	2	2
Composition	2	..
Derivation	2	2
First Principles of Arithmetic	1	1
Arithmetic	4	4
Mental Ditto	1	1
Algebra	2	1
Mathematical Geography	1	..
Descriptive Geography	2	2
Mensuration, &c.	2	..
Problems on Work	2	2
Descriptive Mechanics	2	2
Chemistry	2	2
Natural Philosophy	1	..
Grammar	3	3
Penmanship	2	2
Drawing	2	2
Music	2	..
Elementary Ditto	..	2
Chanting	2	2
Drill	2	2
Village School (Teachers)	18	12 or 18
Meals	9	9
Garden Work	10	10
Leisure	8	8
Evening Worship	4	4

* See Mr. Viner's Report, Appendix R.

A printed paper of examination questions, of which a copy is annexed (see Appendix N.), was placed in the hands of each student at the hour appointed for his examination on the subject to which they refer, and he was required, within a certain time, to supply answers to them in writing.

In preparing these questions, I have limited myself to the subjects tendered to me for examination, and I have been guided by the statement made to me of the degree of progress of the students in each subject. The answers returned to these questions* by each student I have examined in the presence of the Principal, and occasionally of the Vice-Principal and the Mathematical Lecturer, and I have recorded my estimate of the merit of each answer in a table which I have not thought it necessary to add to this Report.

In this table, the different degrees of merit which I conceive to attach to the answers given by each student to the questions placed before him (see Appendix N.), are represented by the letters A, B, C. The first, A, indicating that no element was wanting to the completeness of the answer, and that nothing was incorrectly stated in it. The second, B, that something was wanting to the answer in one or both of these respects, but that a creditable knowledge of the subject was exhibited by it. The third, C, that the answer was in certain important particulars imperfect, but that it showed *some* real knowledge of the subject.†

I am desirous, however, that these should be received rather as the general principles by which I have been governed in recording my estimate of the merits of the exercises, than as rules to which I have strictly adhered. The stringent application of any rule under such circumstances would often have involved a substantial injustice.

Of the results contained in this table those of the following are a summary. I have framed it as a record of the existing efficiency of the institution, with which I may compare the results of my future examinations. The letters A, B, C, at the heads of the several columns, exhibit different degrees of attainment, not as before, with reference to the particular questions, but *generally* in respect to the subjects enumerated in the left-hand columns of the table. The numbers placed beneath these letters, in their respective columns, indicate the numbers per cent. of the students whose degrees of attainment in the corresponding subjects of examination have appeared to me to be those indicated by the letters.

---

* These answers were found to cover somewhat more than 3000 pages of large foolscap paper.

† To exhibit different higher degrees of merit in answers which satisfy these conditions, I have in some cases affixed asterisks to the letter A.

NUMBER per cent. of Students whose Exercises afforded evidence of the several degrees of merit indicated by the Letters A, B, C.*

Subjects.	A.	B.	C.
	Per Cent.	Per Cent.	Per Cent.
Scripture	20	39	41
Bible Lesson (art of teaching)	3	51	46
Church History	30	38	32
Grammar, History, &c.	16	26	58
Method	6	20	74
Arithmetic	17	17	66
Algebra, Mensuration, &c.	11	23	66
Mechanics	17	33	50
Natural Philosophy	8	25	67
Geography	8	38	54

Spelling and Penmanship.—I have noticed incorrect spelling in the exercises of 22, and bad writing in those of 13. As a general observation, I can, however, bear testimony to the fact that examination papers, so neatly and clearly written, and so well arranged, have rarely come under my notice.

Composition.—In the composition of these exercises so far as they may be supposed to bear testimony to the literary tastes and acquirements of the students, irrespective of their knowledge of the particular subjects of examination, I was prepared, from the different stations they had filled in life and their different opportunities for instruction, to expect a great disparity. As a whole, I confess, however, that the standard of literary attainment and mental culture, with which they appear to have entered the institution, is higher than from my previous experience I had been led to expect; and whilst I am disposed to attribute this circumstance in a principal degree to the judicious application of that rule by which the first three months of the residence of every student is made probationary, I cannot but indulge a hope that in the improved character of the candidates for admission may be found the evidence of a higher appreciation than heretofore, of the office of a national schoolmaster, amongst those classes of persons whom it is most desirable to interest in the cause of elementary education.

In the Table T. appended to this Report, I have indicated those students whose exercises appeared to me to afford the evidence of

* In affixing the estimate indicated by these letters to the student's knowledge of each subject, I have proceeded as follows:—To each A in the last-mentioned table I have assigned the number 6, and an additional 6 to each asterisk; to each B I have given 3, and to each C, 1. When in respect to any subject the aggregate of these numbers obtained by any student amounted to 30, the estimate I have formed of his knowledge of that subject is indicated by the letter *a*. When it amounted to more than 15, but less than 30, by *b*, and when to less than 15, by *c*. In the Arithmetic Paper I have, however, found it necessary to make these limits 15 and 10, and in the Bible lessons, 6 and 3.

I have recorded these results in the first instance in Table T. (see Appendix); and from that table I have collected the above.

an educated mind and some literary taste, by the letter A; they are 22 in number.

Of these exercises, there are some which may lay claim to a considerable share of literary merit. They afford the evidence of a taste cultivated by reading, an ample diction, and that facility in composition which is only to be acquired by a long-continued practice.

Looking at these as acquisitions commonly founded upon an imperfect early education, and made often in the intervals of a laborious calling, under circumstances of great discouragement and difficulty, I cannot but consider them as indicative of very high qualifications for the office which these young men seek. An opportunity having been afforded me of conversing with each student apart from the rest, I have founded this opinion, not less on the impression left on my mind by these interviews, than on my examination of their exercises.

Reading.—I have recorded the estimate which I was led to form of the reading of each of the students in the table appended to this Report, to which reference has before been made. (See Appendix T.) I regret not to be able to express a favourable opinion of the success with which this important element in the course of instruction proper to a training school has been pursued.

Where the period of instruction is so limited, and the knowledge to be acquired so extensive and so varied, but little leisure can be left for the acquisition of reading. Still I am disposed to think, that, at any sacrifice, the attention of the student should be directed, by a short but systematic course, to correct utterance in reading, and to the study of a just emphasis and a pleasing expression.

During the second week of my examination, an opportunity was afforded me of listening to a lesson delivered by each of the students in attendance at the Model School.

These students are 26 in number. In the general table of the results of my examination appended to this Report (see Appendix T.), I have recorded the estimate which I have been induced to form of their acquired skill as teachers, so far as that may be judged of, from an opportunity so limited, and an effort made under circumstances so discouraging.

As a general summary of the opinions I have been led to form of the efficiency of this institution, for the objects contemplated by the National Society in undertaking the management of it,—which I understand to be the education of masters duly qualified when they shall leave it to undertake the charge of elementary schools, and particularly of those which are situated in manufacturing districts,—I may state, in respect, first, to the class of persons who compose the present body of students, that it appears to me to be a class from which there may be drawn, by a careful and judicious selection, an efficient body of schoolmasters.

Men are to be found, amongst those employed in the manufactures and skilled mechanical arts, in the lower walks of commerce, and in some of the inferior occupations dependent upon the learned professions—brought up in the bosom of the Church, and possessed with a deep veneration for her institutions; men of a religious character and a dedicated spirit, often humbled by a painful process of self-instruction, pursued under circumstances of great discouragement and difficulty. As a class, such men are, from the nature of the case, teachable, painstaking, earnest and industrious, elements out of which the character of a schoolmaster may best be built up. These are hopeful students for a training college. Much, however, remains—in respect to such men—for it to do. Their actual attainments are for the most part superficial. A character of accuracy and precision must be given to them, foreign to the process of self-instruction. Many new subjects of instruction must also be added; and especially their attention will have to be directed to the study of each subject, with a reference to the best and *simplest means* of communicating it to others.

To any one who has ever tried to teach children to think, to reason, and to understand, it must be obvious that there is a great art in it; and that all the primary elements of instruction admit of being studied with reference to that art. Arithmetic, for instance, may be presented to the minds of children under the form of a demonstrative science, so simple as to replace, in the discipline of their faculties of intelligence, the geometry of a higher grade of education; or they may be made to acquire it as a mere exercise of the memory, and under the form of certain mechanical expertness in the combinations of number. Grammar may, in like manner, be taught them as an intellectual exercise, or as a compendium of rules. English history as a barren detail of uninteresting events, or,—dealing only with those elements which lie within the boundaries of the intelligence of a child and the sphere of its sympathies,—as a vivid record of the progress of society, a means of establishing in the child's mind a just sense of its relations to the Church, and a deeply-rooted veneration for the institutions of the country. Geography may become a string of unintelligible definitions and a catalogue of hard words, or, in the hands of a skilful teacher, a glowing description of the earth, in all the variety of its adaptations to the animated beings who inhabit it, and to the modes and circumstances of their existence upon it.

It is this study of the best means of simplifying the elements of knowledge, and of conveying them to the minds of children—*proper* and *peculiar* to a training college—which I consider to be characteristic of the Battersea institution, in the degree of importance attached to it, and the attention given to it. As to its other object, of supplying such deficiencies as may be found in the knowledge

of the students themselves, it does not differ essentially from any other place of education; except that the destination of its students, as *elementary teachers*, is throughout kept clearly in view, and every other consideration held in subordination to this. It proposes to itself the double purpose of communicating to them that knowledge in which they are found to be deficient, and teaching them to communicate that knowledge under its simplest forms to others; and it concentrates all its efforts on that object.

Other subjects than those which form its course of instruction during the few months the students spend in it, might be necessary to what is termed a liberal education; but they are not so necessary to its students as teachers, and this idea has ruled the selection of them. With reference to another destination than this, it might be expedient much sooner to leave behind the elements of these subjects; but as elementary teachers, it is their business to go over these elements again and again. It is their mission to guide the feeble steps of children through them: every path is therefore to be explored, and every obstacle to be made familiar to them in the light in which it presents itself as a difficulty to the minds of children. If they were destined to some higher function than that of teaching poor children, and it were expedient, with reference to that object, to obliterate in the mind and manners every trace of a rude origin, and with it, much, possibly, of their sympathy with the classes amongst whom they are to labour, it might be expedient to select their instructors from our Universities, amongst men conversant with education under its highest forms only. But with reference to their destination as elementary teachers, it is obvious that all which they learn to venerate in their superiors should be associated in their minds with the character of an elementary teacher, and every other form of excellence with excellence in teaching.

It is for this reason that I have considered the Battersea Training School peculiarly happy in uniting the labours of tutors and lecturers, who, to eminent attainments in the several departments of instruction intrusted to them, add great experience and remarkable skill as elementary teachers. The Vice-Principal, the Rev. John Hunter, M.A., was for many years connected with the elementary instruction of Scotland, and is a clergyman of the Episcopal Church of that country. His lectures on the Doctrines and Criticism of Scripture, on English Grammar, and General Literature, are as remarkable for clearness and felicity of exposition as for methodical arrangement; and in the examination which he founds on every lecture, the students may study with advantage the art of analyzing a lesson and examining upon it. To the ability of Mr. Tate as a scientific lecturer I have much pleasure in adding my testimony to that of Mr. Allen. His knowledge includes all the great departments of scientific investigation. He is alike happy in the selection of his subjects of instruction, and

in his manner of treating them; and it is not without reason that, by his persevering labours and the ascendancy of his mind, a high reputation has been conferred on the scientific department of the institution. Whilst it is the object of the Vice-Principal and of Mr. Tate to develop all their instructions under that form which is best adapted to the purposes of elementary instruction—to present all which they may teach in the double light of that which is to become an element of the student's own knowledge, and that which he is to learn how most readily to make an element of the knowledge of a child—it is the *special* object of the lectures of Mr. M'Leod to make the *application* of that which the students have learned from other lecturers to the *art of teaching*. He is himself a distinguished elementary teacher; and, filling the office of master at the village school, the students are accustomed to practise the art of teaching under his eye.

Every Monday he devotes to a minute observation of the lessons delivered by each student; and, recording the results, he combines with his lecture of that evening the critical remarks they have suggested to him.

From the opportunities afforded me of forming a judgment, I cannot but think that the friends of the institution may rely with entire confidence on the ability of these gentlemen to accomplish, in their several departments, all that is to be hoped from it.

It is a characteristic of *the form* of instruction adopted here that it is chiefly *oral*. The students do not acquire their knowledge from books, but directly from their teachers. In this respect the institution is distinguished from every other which I have visited. There are *various* considerations which have given this preference to oral instruction. The time occupied by the course of instruction is so short, that great intellectual activity, the strongest excitements to emulation, and the most rapid modes of teaching, are indispensable to its success.

By many of the students, on their admission, the use of books has almost been forgotten, and habits of close application altogether lost. These return but slowly, and a large proportion of the time they spend here would, to all practical purposes, be lost, if they were not subjected to some more summary process than the learning of lessons. It is a further recommendation of the method of *oral* instruction, in its application to the purposes of this institution, that it is the method of instruction which the students may hereafter apply with the greatest advantage in their own schools. It is by *oral* instruction alone that poor ignorant children can be led on, for the first time, to think, to reason, and to understand.

The lectures thus *serve* to familiarize the students with that expedient of instruction which is the most difficult of acquisition and the most valuable. In each they have an example of facile exposition, of methodical arrangement, and of studied simplifica-

tion. Their own efforts cannot but form themselves upon this model; and it is difficult perhaps to conceive any circumstances under which their skill in the art of teaching could be cultivated, indirectly, with a greater prospect of success.

It is, moreover, a consideration in this view of the matter, not without its weight, that oral instruction is a means by which great *moral ascendancy* is given to the teacher over the minds of his scholars. That one mind should teach to another the secret of its strength—guide and support the first steps of the understanding, and minister to it from day to day *all its food*—is to exercise over it, by association and by habit, an all-powerful influence, and to bind it by the cords of a lasting obligation. It is the bringing of the instructed into direct contact with the uninstructed mind, under circumstances of undisputed superiority. It is a quiet demonstration of intellectual ascendancy, from which there is no escape, and of which the teacher may avail himself for higher and yet more important ends.

Notwithstanding the high value which thus appears to me to attach to the method of oral instruction, I cannot but earnestly desire that another year added to the prescribed course should give leisure for more of the use of books. It is the defect of oral instruction that it does not make *students;* it neither gives the habit of self-instruction, nor the taste for it. The difficulties opposed to the acquisition of knowledge are in a lecture smoothed away; the mind accustoms itself to lean upon the lecturer, and goes painfully and unwillingly alone. And thus it is to be feared lest, when the College course is over, the student, now become a schoolmaster—deprived, in a great measure, of that motive to the acquisition of knowledge which the desire for advancement had supplied, and with no other helps than the books which he has been unaccustomed to use—should *cease* to be a *student at all.*

This step once taken, he will soon cease to be a good schoolmaster. His lessons will echo, day by day, more faintly the knowledge which with so much pains he had once acquired, and nothing but a name will in a few years remain to distinguish him from a class of teachers to whom the same advantages have never been afforded.

In recording the high estimate which I have been led to form of the efficiency of the Battersea Training School, with reference to its peculiar and distinctive character as a place where the methods of elementary instruction are recognized as legitimate subjects of research, and where teaching is studied as an art, I cannot but refer to the circumstances under which it received that character.

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tour made for that purpose on the Continent, of the methods adopted in those countries—Holland, Prussia, and Switzerland* —where elementary education has been pursued under the most favourable circumstances, and with the greatest success.

It was to carry into operation the system of instruction which from this information they determined to adopt, that the teachers, to whose merits I have borne testimony, were selected by them.

In the selection of the locality, they were influenced by a desire to avail themselves of the co-operation of the Hon. and Rev. Robert Eden, the vicar of Battersea, to whose great experience in matters connected with elementary education, and his judgment, not less than to the countenance and the zealous support which he has extended to it, the institution owes the greatest obligations. They took upon themselves—aided by their private friends—the responsibility of maintaining it.

That nothing might be wanting on their part to its success, one of them, Mr. Kay Shuttleworth, went to reside in it, adding to his duties, as your Lordships' Secretary, the cares, the difficulties and the discomforts of a position in which, surrounded by youths but recently the inmates of workhouses, he sought to lay, in respect to the elementary education of this country, the foundation of a new and improved order of things. The institution has not lost the impression of these circumstances.

St. Mark's College and the Chester Diocesan Training School have since been established, and similar institutions have sprung up at York, at Durham, and elsewhere,† each of which has its characteristic features of excellence; but the Battersea Training School is still distinguished by the care which it bestows in forming its students *as teachers*.

For some time before the institution was transferred to the hands of the National Society, Mr. Kay Shuttleworth had ceased to reside in it; and it had long been felt by its best friends that the sanction of the residence of a clergyman, charged with a responsible control over it, was indispensable to its success. It was, accordingly, intrusted by the National Society to the care of the Rev. Thomas Jackson, M.A., of St. Mary's Hall, Oxford, as Principal. In the selection of this gentleman, the Society was influenced by the success which had attended his labours as a parochial clergyman in one of the largest of the suburban districts of the Metropolis, and particularly by the liberal and enlightened spirit in which he had devoted himself to the cause of education in that district.

Of the talents and acquirements of Mr. Jackson, it would be presumption in me to speak; having however been intimately acquainted with the institution before his appointment to the office

* Minutes of the Committee of Council, 1842–3, p. 189.

† For a list of the different training institutions since established, see the Report upon St. Mark's College.

of Principal, I cannot but bear testimony to the progress which it has made under his auspices.

In its religious aspect the ascendancy of a clergyman of the Church of England is apparent, in a high standard of Christian doctrine, and a united and Christian spirit.* In all its departments of secular instruction, the impulse is felt of an earnest character and an active mind. And in the cheerful subordination which pervades it, and the healthful tone of its discipline, it is not difficult to recognize the union of a firm purpose with a candid, affectionate, and cheerful disposition.

In the routine of instruction, the part undertaken by the Principal is that which embraces the history, the doctrines, and the discipline of the Established Church. In his lectures, as well as in that friendly intercourse with the students which he is accustomed to cultivate, it is his object to impress upon their minds—together with a deep sense of the responsibility of their office—those sentiments of love to the Church, loyalty to the Sovereign, and reverence for the institutions of the country, whose operation, in the sphere of influence hereafter to be allotted to each, cannot but contribute its just proportion to the public welfare.

The sanction of that great public body under whose auspices it is now placed, and the funds at its disposal, supply means for the efficient operation of the institution, which are beyond the resources of private influence and of private benevolence.

In consequence of the grant of 2200*l.* from the Committee of Council on Education, previously alluded to, and other assistance from the National Society, there is an improvement in its *matériel*, and a corresponding increase in its domestic comforts. I am prepared, moreover, to bear testimony to something more of that cast of mind and manners amongst the students which are proper to the literary character, but usually associated with a higher social position than theirs.

Taking into my view the existing standard of the attainments of the students on their admission, and the fact, that to that fulness of knowledge, which is the first requisite of a schoolmaster, there is to be added, during their residence, that practised skill in the exposition of it, which is not less necessary to his success—that, moreover, the proper organization of a school, and its moral control and government, are to be made the subjects of their careful study; and that a veneration for the institutions of the country in Church and State, and a deep and abiding sense of the dignity and the responsibility of the office of instructor, are to be impressed upon them,—considering also that these are influences not destined to a transitory operation, but to one commensurate with the discharge of their

* An evening lecture has been established in the parish church of Battersea, at which he officiates, and the influence of his public ministrations is scarcely less apparent, under the Divine blessing, in the institution itself than in the parish at large.

functions;—I do not hesitate to express an opinion that the results anticipated in their education, *cannot be accomplished in the period assigned to it; and that it would be necessary for this object to fix as the minimum period of residence two years instead of one.*

Notwithstanding that in this institution more care and attention is given to the study of teaching as an art than in any other with which I am acquainted, yet the time allotted to it is inadequate—and although in all its departments the students appear to be subjected to the highest pressure of instruction attainable with safety—under teachers competent to advance their knowledge far beyond the limits prescribed to it by the exigencies of the case—yet it must be obvious that attainments in a great variety of subjects, to be begun and completed in one twelvemonth, cannot but be, in many respects, unsatisfactory in their character and evanescent.

The reports of the teachers of writing,* drawing, and music, bear testimony to this fact in strong terms; and my own examination, whilst it has afforded me the evidence of acquirements of rapid growth, and, considering the time in which they have been made, of remarkable extent, has not shaken my conviction of it.

It is but justice, however, to these young men to state, that I have found among them some whose knowledge was the obvious result of a process of self-instruction commenced before they entered the institution—men of considerable natural talents, long and assiduously cultivated.

Among the many advantages of that division of labour, which assigns to every teacher a distinct branch, not the least is a certain emulation of instruction in the several departments of the institution, which vindicates to each its legitimate share of attention, and to the whole system its just equipoise.

I am thus prevented from distinguishing any from the rest as entitled to that commendation of your Lordships which may, I believe, be extended with confidence to all.

I see no imperfections in the course of instruction which do not necessarily arise out of the insufficiency of the period over which it extends, or which could not easily be remedied if that period were prolonged.

Amongst these I would mention defective *reading*. A clear utterance, a correct pronunciation, and a just emphasis in reading, are rarely possessed by persons whose early education has been neglected. They are acquired but slowly in mature years, and with great labour.

That knowledge of language, too, which is implied in the ready apprehension of the forms of expression in which men of cultivated minds usually clothe their thoughts, and which are proper to books, is rarely possessed by such persons.

To direct the attention of the students, by a special course of

* See Appendix, Q., S., R.

instruction, to the perusal of works of the highest class in our literature, with reference to the just intelligence of the subject-matter of them, would serve at once as a valuable instruction in language and an excellent mental discipline. It would have this further advantage, that it would bring them to the knowledge of good authors and good books, and thus encourage a taste for literature and give it a useful direction.

It is the constant experience of institutions of this class that some *natural aptitude* is necessary to the formation of the character of a skilful instructor. This remark, true in respect to that younger class of students who seek by the preparation of years of study to qualify themselves for the office of the schoolmaster, is of yet more weight and authority in its application to persons of the class received into this institution—of maturer years, of fixed habits, and formed characters.

If some such natural aptitude to teach, some love of knowledge, some power of self-instruction, do not from an early period manifest itself, and—considering the shortness of the prescribed time of residence—if something more than a respectable standard of attainment have not been reached, it is to be feared that, in respect to such students, the institution will fall short of the objects it is established to promote; and that each such case will contribute rather an impediment to the progress of education than a means of its advancement.

It is for these reasons that I cannot but attach a great importance to *the validity* of that test which is supplied, in this institution, by a period of probation, and by the examination which precedes it.

That validity it will not, however, in my opinion, acquire until the number of candidates for admission shall be largely augmented by a corresponding increase in the number of free exhibitions, or by the total abolition of the annual premium.

The Battersea Village School.

The Village School of Battersea was founded in the year 1700, and endowed by Sir Walter St. John with certain lands (about 30 acres), chiefly in the parishes of Camberwell and Peckham, for the instruction of 20 boys in reading, writing, and arithmetic, and with a sum of money amounting to 200*l.*, of which the annual proceeds, when vested in lands, were to be appropriated to the apprenticing out of the boys to trades.

This sum remains in the public funds, and has accumulated to 800*l.*, the interest having, but in few instances, been applied according to the will of the donor, until the incumbency of the present vicar.

The trust-deed gives power to the master to take other scholars than the 20 whose education is provided for by the endowment; and the population having greatly increased, a girls' school has been added to the foundation; and the number of boys has been aug-

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mented to 130, who are taught free of all other charge than the cost of books and stationery.

The school-house, repaired and enlarged in the year , contains a residence for the master, and supplies accommodation on the ground floor, for the instruction of 130 boys, and for as many girls, above. It has the appearance of a dwelling-house, converted, with difficulty, to its present use, lays no claim to architectural merit in its external character or its internal arrangements, is troubled with an echo, and, being situated in the main street of the village, every carriage, as it passes under the windows, drown the voice of the teacher in the sound of its wheels.

The children who frequent it differ in no respect from those who may be supposed to frequent any other parochial school, as to the condition in life of their parents or their opportunities of home education. Being collected from a limited population, and admitted without fee, there is not that selection from among those of the better classes of labourers or mechanics, which is frequently observable in model schools—a distinction in favour of this school to which I cannot but attach a due weight.

Out of these elements the well-deserved reputation of the Battersea school has been created.

On entering the school-room, the attention of the visitor is at once attracted by its cheerful aspect. Accustomed to see poor children taught, *standing*, with a scrupulous regard to their symmetrical distribution upon the school-room floor, and to associate these circumstances with a high state of discipline and mute attention, he is surprised to find the children of this school *seated*,* in easy attitudes, at desks,—arranged with little regard to regularity—in groups three or four deep; each such little group of desks giving space to a class of about 20, intrusted to the charge of a single teacher. He observes a variety of posture about these children, an independence of attitude, and a contented expression of countenance, which perhaps is associated in the estimate he forms of the school with indifference; he is, therefore astonished to learn, on the authority of all those persons who have carefully examined it, and whose judgment is, on record, that the school is surpassed by no other of the same class in the progress which each child, from the lowest, makes in the technical branches of instruction (reading, writing, and arithmetic), or in the success with which those higher objects of education are pursued whose direction is to the formation of the religious character, and the development of the faculties of intelligence and observation. The fact is, that a certain amount of independent action—elbow-room and breathing-space for the individual character—is necessary to the healthful and vigorous activity of a school. And however unpleasant it may be to a person whose eye delights to contemplate

* As probably he himself sat when a boy at school.

it as a machine of imposing magnitude, having its parts disposed with a due regard to regularity, and awful in the sympathy of its numbers, or as a huge animal having a single volition—one great heart and one mighty pulse—the inspector who views it under a simpler aspect, as a means for the education of *each individual child*, and who analyzes it with reference to that object, and judges of it by the degree in which that single object is accomplished, looks upon such matters with comparative indifference.

To children a state of nervous sensibility and restless muscular action is *natural*. The senses are with them in process of education, and all the physical as well as the intellectual elements of the future man in progress of development. They are perpetually stimulated to that exercise which is necessary to this process of development. Whoever holds for a few minutes an infant in his arms will be conscious how soon the stimulus is applied; and whoever has watched its progress from infancy to childhood and maturity, will be aware how constant and how powerful is the influence which it exerts. To keep children always under drill, to compel them to a motionless position and a simulated attention, is to oppose and to do violence to it. To be *real*, their attention must be pleasurable. The most unfavourable circumstances in which they can be placed in respect to their instruction are surely associated with that state of physical discomfort which takes away all interest from their lessons.*

It is one thing for the teacher to *win* to himself the child's fixed attention—to bring about that state in which all the elements of its physical being are absorbed in its intellectual activity—and it is another to *compel* the semblance of this attention. The one is the resource of an unskilful, and the other of a skilful, teacher. The former *puts down* that vivacity of spirit which is proper to a certain stage in the growth of the mind; and when he has done violence to an instinct, and trampled out a light which Nature had kindled, he calls it discipline. To the other it is a *resource;* he turns the very joyousness of the children to his account—giving it that direction in which he most desires that their knowledge should fructify—ministering with it new life to their flagging attention, and winning their steps along the painful road by which it is his function to lead them. And that restlessness, which is natural to the expanding mind not less than the growing body, he knows how to satisfy; permuting continually the elements of instruction, and shifting, through an endless succession of scenes, its sphere of observation and its point of view.

A man like this *lives* in the moral elements of his school, not less entirely than in the discharge of its technical duties, and soon

* It is difficult to conceive on what grounds it should be deemed expedient to make the school experience of a poor child in this respect different from our own. Nothing is needed to render the school distasteful to it.

learns to sway the minds of his children almost as readily as he directs their school movements.

For these reasons I cannot but rejoice to find in the Battersea school the evidence of a due regard to the comfort of the children whilst under instruction, and a desire to secure their pleasurable attention. I am not, however, prepared to express an opinion that their freedom from restraint may not be carried too far. Whilst it has, perhaps, a little too much the appearance of independence, it never, however, runs into licence. I have visited no school in which I believe a more thorough and practical subordination to exist, as I have visited none characterized more remarkably by the healthful moral tone which appears to pervade it.

It is the union of these moral elements with great intellectual activity which constitutes its distinguishing excellence.

The business of the school commences at nine in the morning. The school-room doors are opened at 10 minutes before that time, and, the weather permitting, the children are assembled in the play-ground, whence, falling into order at an appointed signal, they are marched each to his proper seat in the school-room.

A signal is then given for perfect silence. This pause allows the children an opportunity to collect their thoughts for the duty of devotion on which they are about to enter. During its continuance, attention is given to the posture of each child; its knees must be bent, its hands clasped, and its eyes shut.

After prayers, the children are formed into two divisions to receive a Bible lesson. The arrangement of the school-room favours this division. A partition separates it into equal parts through two-thirds of its length, and the groups of desks serve admirably the purpose of a gallery.

Mr. M'Leod gives the Bible lesson to one of these divisions, and intrusts the other to one of the pupils of the Training College.

The method adopted by him in this Bible lesson is that of the Glasgow Normal Seminary, in which institution he was himself a student. According to that method, scriptural instruction is viewed under the two distinct aspects of religious training and Bible reading, or religious knowledge. The former is usually the object of the morning Bible lesson. In the selection of the passage of Scripture which is to form the subject of this lesson, and in its treatment, it is the purpose of the teacher to draw from it, in language so simple as to be adapted to the capacities of the youngest of the children whom he addresses,* some useful practical application.

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Among those features of excellence which are, however, most characteristic of the school, may be mentioned arithmetic, composition, and mechanics.

I have visited no elementary school in which the knowledge of arithmetic appears to me so perfect; and I doubt whether an equal measure of success is attained in many of our schools of a higher grade.

I speak not of mere mechanical expertness in the use of figures, or dexterity in the solution of arithmetical problems, but of a knowledge of the elementary principles of arithmetic. Treated, not as the application of rules of computation, the reasons of which are beyond the intelligence of those who use them, but as a science capable of being brought within the compass of the reasoning capa-

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[redacted] of a child [redacted] exercise [redacted] the powers of [redacted] in a higher stage of education, and increase the vigour of the faculties.

[redacted] is a question of some moment in what the purposes of education [redacted] were wanting, the experience of the Battersea school would be sufficient to show.

The children here [redacted] in arithmetic from the first with an intelligence of the reason of each step, and every decision, or ratiocination, was [redacted] by a process of demonstration. [redacted] a course of mental discipline in the first steps exceedingly elementary, but proceeding in delivering by a measured progression, with the child's knowledge and intelligence.

It is here that the understanding is cultivated from the time when the child first enters the school; and that in the higher classes practice and exercise, when by any process of calculation or the application of rules, is rendered agreeable.

Many and numerous are the rules of arithmetic, they may all be resolved into a few principles—a process which is readily and at once made by the mind, when it sees the relations of number in the light of a demonstrative science.

Rules then become useless; they are sources of perplexity and embarrassment, and it discards them,* fetters, and it throws them off.

The excellent little treatise of Mr. Tate on the principles of arithmetic, and the first part of the exercises of Mr. M'Leod, contain a full exposition of these principles. I have great pleasure in bearing testimony to the high estimate I have formed of the merits of these works.

Another department of the course in which it has been eminently successful, *is that of elementary mechanics.* I have appended to this Report a few of the examples on this subject, which the boys are in the habit of solving. (See Appendix Z.) The practical cha-

* As an illustration of this principle, let us see how a Battersea boy would treat the following question in the Rule of Three,—"If seven yards of cloth cost 28*s.*, what will nine cost?" He is told by the rule, that if he arrange these three numbers in a certain order, and then multiply the second of them and the third together, and divide their product by the first, then (by a process which seems to him little short of natural magic) he will arrive at the true result. But the boy places the rule out of his view of the question, and he *reasons* thus, "Since seven yards cost 28*s.*, every yard must cost 4*s.*, and therefore the nine yards must cost 36*s.*;" every step in which process of reasoning he has thoroughly understood, and is at a loss to conceive why any rule should have been devised for the solution of so simple a question. If the number of shillings had not been thus divisible by the number of yards, if, for instance, 29 instead of 28 yards had cost 7*s.*, then he would have reasoned that every yard must have cost 1*s.* and 1-7th, and therefore that the nine yards cost 36*s.* and 9 7ths, or 37*s.* and 2-7ths. Or perhaps he would *thus* have avoided the use of fractions (in which nevertheless, from an early period, he had been instructed): if seven yards cost 7*s.*, the price of nine times seven yards must have been nine times 7*s.*, or 63*s.*; but nine times one yard would only cost 1-7th of the price of nine times seven yards, therefore nine yards would cost 1-7th of 63*s.*

racter of their instruction will be judged of from these examples; and to persons conversant with the subject, it will be obvious that many useful applications of the principles employed in the solution of them would probably be suggested to the mind of an intelligent workman by the ordinary processes of the mechanincal * arts and the maufactures.

It is a recommendation to that form of elementary instruction which admits of being applied to pursuits of the after-life of the child, that it will not *be thrown away* with his school-books, or cease to occupy his thoughts when his school-days are passed; but being suggested again by his daily occupations, and by all that he sees going on around him, will continue to exercise the same functions in the discipline of his mind in mature years as it did when specially directed to that object in his youth. In that union of skill with his labour which cannot but result from it, he will moreover be put in possession of that to which a commercial value is attached and a high price.

There is a class of exercises, called Exercises in Composition, which I have also thought creditable to the school. In these exercises each boy records his recollections of some passage which the class has been reading, or oral instruction which has been addressed to it. Any person who has had the opportunity of judging how severe a test this is of the powers of attention in children, of their memories, and of their resources of language, will appreciate highly a very moderate share of success in it. Giving its due weight to this consideration, I was exceedingly gratified by the recollections of a Bible lesson thus recorded by the boys of the first class at my request.

Having on several occasions been present when they have received instruction in subjects then for the first time brought under their notice, I have remarked their power of attention and the ready apprehension they have exhibited of the subject-matter of the lesson, and the facility with which they have gathered from it and appropriated, the chief topics of instruction it was intended to convey. This power to hang upon the lips of a speaker, to follow him in a train of argument, and to profit by it, is not the least valuable of the fruits of oral instruction.

I have now to record the ages of the children in respect to whom these results are accomplished. On the day of my last visit to the school, 114† children were present. Of the 20 who composed the first class, the average age was from 12 to 13; 7 of them were under 12, none were above 15, and two only above 14 years of age. More than half the children in the school were under 10 years

* Mr. Tate has recently published a little work on this subject, peculiarly adapted to the use of elementary schools.

† The number is limited to 130. It is rarely that the children present form so small a proportion of this number as 114, and to be accounted for in this instance by the fact that the measles were very prevalent in the parish.

of age; the average of the whole being from 9 to 10 years.* The greater number leave the school before they attain the age of 12 years. Young as are the children in this school, their average age exceeds by a year at least that of the children generally attending the schools of my district. (See Report on Schools in the Midland Districts.)

A feature which distinguishes them yet more remarkably from those of other schools, is the regularity of their attendance. Of the whole number of 130, it is seldom that more than two or three are absent, and the whole are not unfrequently assembled. Any vacancy which occurs in the numbers is readily filled up. There are, indeed, always candidates who cannot be admitted to the school. In these circumstances I find additional evidence of the fact, confirmed by my whole experience of schools, that the labouring classes may be led to appreciate *a really good education*, and to make some sacrifices to obtain it for their children. To every one acquainted with the circumstances on which the prosperity of a parochial school depends, it must be evident that the Battersea school could not have attained its present state of efficiency, or have acquired, to the extent it has, the confidence of the labouring classes, unless, to the other advantages it possesses, the cordial support and the active supervision of the parochial clergy were superadded. It is, in point of fact, to the practical knowledge of elementary education of the vicar of Battersea, the Hon. and Rev. Robert Eden, and to his unwearied zeal in the promotion of it in the parish of Battersea, most efficiently seconded by the labours of his curate, Mr. Mitchell, that the success of the school is, in a great measure, to be attributed.

Sacrifices made by the clergyman, in an enlightened spirit, in behalf of his school, I have never found to be without fruit. There is, accordingly, in the parish of Battersea, evidence of an improvement produced through the means of the village school in the religious character of the labouring population. A great increase is apparent in the attendance on the public services of the Church, an orderly and peaceable demeanour of the people hitherto unknown to the parish, and a marked improvement in their manners and morals. It could, indeed, scarcely be otherwise. Every child who leaves the school, and penetrates, in search of its home, the obscure alleys and lanes of the parish, is a missionary of civilization. The day has not probably passed over without some mark of the clergyman's personal interest in that child—the schoolmaster's utmost efforts have been directed to its welfare, and all the educational resources of the school brought to bear upon its instruction. The labouring man knows where for these benefits the debt of his gratitude is due; and thus the child silently pleads with him the cause of the Church, and with it the cause of morality and of public order.

* I have appended to this Report a statement of the ages of the children composing the several classes. (See Appendix Z.)

Whilst the clergyman founds upon the labours of the school his hopes for a *future* generation, he thus finds them, under the blessing of God, not without fruit in the present.

In that favourable opinion which I have expressed of the Battersea school, I am desirous to be understood as speaking of it in its character as a *parochial* or village school, and not as a *model* school.

If a model school be, simply, one, the results attained in which are held out as desirable to be attained, and, with adequate resources, attainable in others, then is this school fully entitled to the designation.

It is not with reference to that which is *practicable* in elementary education, but that which is *actually accomplished,* that I consider the results attained in it remarkable—on the contrary, I think that much more might be done in it; and I found this opinion as well upon my knowledge of the ablility of the master as of the educational resources placed at his disposal. If that influence is to be exercised upon the religious and moral condition of the masses of our population to which the friends of elementary education look forward, and if to this it be a necessary condition that the hearts of the people should be won to it, then it is necessary that in every parish there should be established a school at least as efficient as the Battersea school. And I see no reason why this result should not be accomplished, if the cause were as fortunate in the union of its friends as it is in the good will of the Government and the support of the nation.

But if the Battersea school is put forward as a model school, in the sense that its organization and the manner of conducting it are to serve as types on which the organization and management of other schools are to be formed, then I cannot but think it a term very improperly applied to it.

Seven teachers are constantly employed in the task of instructing the children of the seven classes which compose it, under the supervision of a head-master, whose duty is rather to see that the functions of these teachers are efficiently performed than himself to teach.

The student of the training college, to whose mind this school presents itself, therefore, as a model, when at length he takes the task of organizing and conducting a school upon himself, seeks also seven teachers and seven classes, and adopts the Battersea course of instruction.

The teachers at Battersea are of mature years, and however inexperienced in teaching, they are possessed, themselves, of the knowledge they are called upon to communicate to others, and they have every motive to earnestness and assiduity in the performance of their functions. The national schoolmaster has, on the other hand, to select his teachers from amongst *children,** who

* Of the average age of 10 or 11 years.

have had little instruction but that which they have received from other children no older than themselves, and who have no motive whatever to devote to teaching any feeble ability to teach which they may be supposed to possess,—who are, in fact, indisposed to do so.

Thus, taking the Battersea school as his model, and placing himself in the same relation to his monitors in which Mr. M'Leod formerly stood to him, he constructs a school obnoxious to all the vices of the monitorial system; and, pointing to the disparity of his teachers and those at Battersea, sits down in despair of accomplishing any similar result.

If, however, he has been instructed, as will probably be the case, that, under different circumstances, he is to adopt a different organization from that of the Battersea school, then that school ceases to be his model, and this admitted, a model school becomes, obviously, a desideratum. Nothing is indeed, in my opinion, more needed to the efficiency of the training college than a true model school; a school conducted in some locality not far distant from it, upon the same plan on which the student himself is to conduct the school of which he is to be placed in charge, and whose results are achieved under the same difficulties with which he will have to contend;—a school having no other educational resources than such as the promoters of other schools might be encouraged, aided by public grants, to provide:—the results of which the master might, without injustice to himself, be led to compare with the fruits of his own labours, and the success of which he might without presumption seek to emulate.

I have gathered from my communications with the founders of this institution, that their general views in the organization of the Village School were as follows:—This School was adopted not simply as a means of instructing the pupil of the training school in the art of teaching, but as embodying the idea that, for success in elementary instruction, a certain proportion of skilled masters or assistants, to the number of children taught, is indispensable. This organization supposes that the master should be assisted by apprenticed pupil-teachers in different stages of maturity, and in the proportion of one apprentice to every 30 or 40 children. The head-master at Battersea necessarily holds a relation to that school (as the teacher of didactics), somewhat different from that which he would hold in a village school, not connected with a Normal School, but in which he had the aid of apprenticed pupil-teachers. In the latter case, he would, during every hour in the day, be engaged in the practical business of instructing the scholars. The Battersea Village School received its present organization from the conviction that the education of the children of the poor cannot be rendered efficient by the monitorial system; and that the apprenticeship of the most proficient and skilful pupils of elementary schools affords the readiest practicable means

of rearing in these schools a body of assistant masters, who may become candidates for admission into the Normal Schools, and thus complete a course of training in the art of school-keeping, steadily pursued through years of useful experience. That organization is also a sign that the founders of this institution were not disposed to be satisfied with any system of instruction in this country, the machinery of which should in any respect be less efficient than that which the poor of other countries enjoy, either from the munificence of individuals or from the providence of the Government. In order to carry into execution so great and beneficial a change in the organization of our parochial schools, the assistance of the Government would be required in aid of the local funds.

In a former part of my Report on this school, I have borne testimony to the very inadequate character of the accommodation supplied by the school-buildings. The whole system of the school obviously suffers from the confined dimensions of the school-room,—from an echo which it has been found impossible to silence, and from the intolerable noise of the high-road which runs close under its windows. When it is borne in mind how many teachers are annually distributed over the country, whose practical skill in the art of teaching is acquired by their efforts in it, any cause tending in any degree to impair the success of those efforts rises into an evil of no ordinary magnitude. For these reasons, I cannot but think it desirable that new school buildings should be erected in some more favourable locality for the use of the Village School.

It is worthy, also, of consideration that, by reason of the reputation which this school has acquired, it is frequented by the clergy, and by other persons from different parts of the country, desirous to benefit the cause of education in their own districts. That opportunity to form a judgment on the merits of the school by a careful examination of it not being afforded to them, which is supplied to the Inspector, they are left to such impressions as they may derive from a cursory observation, often, I doubt not, influenced by those unfavourable circumstances under which, in respect to its school-buildings, it is conducted.

I have, &c.,
HENRY MOSELEY.

To the Right Honourable the Lords of the Committee of Privy Council on Education.

Appendix (A).

List, in the left-hand Column of which each Student of the Institution is indicated by a Number; and his Age, Standing, previous Condition, Acquirements, &c., described in the other Columns.

Numbers designating the Students.	Class.	Standing.	Age at present.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom paid.
1	1st	5 months	18	Grocer. Assistant in a National School eight months; Sunday-school Teacher four years.	Arithmetic, to the end of Walkinghame; had learned a system of Mental Arithmetic; had read Roman, Greek, and English History; Biblical knowledge; literary; good writer; a good knowledge of English Grammar.	. .	By the mother of the student.
2	2nd	3 months	23	Assistant Clerk . .	Arithmetic, as far as Practice and Decimals; fair Biblical knowledge; good writer; had read English and Roman History; some knowledge of English Grammar.	Could play on the violin.	By the father of the student.
3	2nd	2 months	22	Draper's Assistant. Teacher in Sunday-school for two years and a half.	Arithmetic, as far as Fractions, inclusive; very good Biblical knowledge; literary; had read English History; good writer; a little French; fair knowledge of English Grammar.	Had gone through the first part of Hullah's System.	15*l.* paid by the student, 10*l.* Exhibition,* and 7*l.* 10*s.* lent by the College.
4	2nd	2 months	23	Gardener; the son of a Schoolmaster. Had assisted in his father's school.	Arithmetic, as far as Decimals; fair Biblical knowledge; some English and Roman History; good writer; a little English Grammar; a fair knowledge of the Elements of Botany.	. .	32*l.* 12*s.* by the student's father.
5	1st	5 months	23	Packer. A Sunday-school Teacher for three years.	Arithmetic, as far as Practice; a little English history; good writer; a little English Grammar; good Biblical knowledge.	Had gone through a regular singing Course.	32*l.* 12*s.* lent to the student; the clergyman who selected and recommended him being responsible.

6	1st	4 months	23	Stationer. Occasionally assisted in a Day-school; a Sunday-school Teacher for three years.	Arithmetic, to the close of Bonnycastle; had read Hume and Smollett's English History, &c.; literary; fair knowledge of French; good knowledge of English Grammar; good Biblical knowledge; good writer.	Was in Hullah's Upper School at Exeter Hall three years.	10*l.* paid, and 22*l.* 12*s.* lent by the College.
7	2nd	4 months	18	Plasterer. A Sunday-school Teacher nine months.	Arithmetic, as far as Vulgar Fractions; a fair Biblical knowledge; a little English History; a little English Grammar.	Had gone through the greater part of Hullah's Course.	12*l.* paid by the student, and 20*l.* lent by the College.
8	1st	3 months	24	Printer. Sunday-school Teacher about a year.	Arithmetic, as far as Duodecimals; some Mensuration; English, Roman, and Greek History; literary; English Grammar, a little; a little Latin and Greek; good writer; good Biblical knowledge.	Could play the violoncello; and had some knowledge of musical notation.	15*l.* paid by student, and 17*l.* 12*s.* lent by the College.
9	1st	14 months	23	Stone-mason. Afterwards Sunday-school Teacher, and assistant in a Day-school.	Arithmetic, as far as Fractions; very little English Grammar; had read History of England; good writer; had a fair knowledge of Holy Scripture.	Could play the trombone; knew a little of singing, and had assisted in a choir.	By the student.
10	1st	15 months	21	Apprenticed to a Carpenter and Painter. Had been master of a National School a few months before entering.	Arithmetic, as far as Cube Root; a little English Grammar; had read histories of England and Rome: good writer; had a good knowledge of the Holy Bible; some knowledge of Drawing; draws Diagrams with great beauty.	. .	By the student's brother.
11	1st	19 months	20	Assistant in a National School.	Arithmetic; English Grammar; had a fair knowledge of the Holy Bible; knew a little Drawing; a good writer; occasional defects in spelling.	Had gone through part of Hullah's Course.	By the student's father.
12	1st	48 months	16	A boy at school.	Arithmetic, as far as Simple Interest; no English Grammar; a little knowledge of the Bible.	. .	By H. R. H. Prince Albert.
13	1st	13 months	24	A Gardener. Kept an Evening School for 12 months; a Sunday-school Teacher for five years.	Arithmetic, as far as Cube Root; a little Mensuration, Geometry, and Trigonometry; very defective in literature; a fair knowledge of the Bible.	Played the bassoon, and led a choir for about three years.	By the student.

* Principal's private funds.

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I speak not of mere mechanical expertness in the use of figures, or dexterity in the solution of arithmetical problems, but of a knowledge of the elementary principles of arithmetic. Treated, not as the application of rules of computation, the reasons of which are beyond the intelligence of those who use them, but as a science capable of being brought within the compass of the reasoning capa-

* Fifty, being nearly one-half of the whole number, read the Scriptures with tolerable ease and correctness. The average of a great number of National Schools gives from one-fifth to one-sixth as having attained this degree of skill in reading. (See Report on the Schools of the Midland District.)

cities of a child, it supplies in elementary schools the place of geometry in a higher stage of education, and becomes the logic of the people.

That it is capable of being made to serve this purpose of education, if other proof were wanting, the experience of the Battersea school would be sufficient to show.

The children there take every step in arithmetic, from the first, with an intelligence of the reason of that step; and every Addition, Subtraction, or Multiplication sum, is to them a proposition subjected to a process of demonstration. Arithmetic thus becomes a course of mental discipline, in its first steps exceedingly elementary, but increasing in difficulty by a measured progression with the child's knowledge and intelligence.

It is thus that the understanding is cultivated from the time when the child first enters the school; and that in the higher classes results are obtained, which, by any process less constant in its operation or less systematic, would be impracticable.

Many and numerous as are the rules of arithmetic, they may all be resolved into a few principles—a *fusion* which is readily and at once made by the mind, when it sees the relations of number in the light of a demonstrative science.

Rules then become useless; they are sources of perplexity and embarrassment, and it discards them;* fetters, and it throws them off.

The excellent little treatise of Mr. Tate on the principles of arithmetic,† and the first part of the exercises of Mr. M'Leod, contain a full exposition of these principles. I have great pleasure in bearing testimony to the high estimate I have formed of the merits of these works.

Another department of the course in which it has been eminently successful, is that of elementary mechanics. I have appended to this Report a few of the examples on this subject, which the boys are in the habit of solving. (See Appendix Z.) The practical cha-

* As an illustration of this principle, let us see how a Battersea boy would treat the following questions in the Rule of Three,—"If seven yards of cloth cost 28*s.*, what will nine cost?" He is told by the rule, that if he arrange these three numbers in a certain order, and then multiply the second of them and the third together, and divide their product by the first, then (by a process which seems to him little short of natural magic) he will arrive at the true result. But the boy places the rule out of his veiw of the question, and he *reasons* thus, "Since seven yards cost 28*s.*, every yard must cost 4*s.*, and therefore the nine yards must cost 36*s.*;" every step in which process of reasoning he has thoroughly understood, and is at a loss to conceive why any rule should have been devised for the solution of so simple a question. If the number of shillings had not been thus devisible by the number of yards, if, for instance, 29 instead of 28 yards had cost 7*s.*, then he would have reasoned that every yard must have cost 1*s.* and 1-7th, and therefore that the nine yards cost 36*s.* and 9-7ths, or 37*s.* and 2-7ths. Or perhaps he would *thus* have avoided the use of fractions (in which nevertheless, from an early period, he had been instructed): if seven yards cost 9*s.*, the price of *nine* times seven yards must have been nine times 29*s.*, or 261*s.*; but nine times *one* yard would only cost 1-7th of the price of nine times *seven* yards, therefore nine yards would cost 1-7th of 261*s.*

† Longman and Co., 1845.

racter of their instruction will be judged of from these examples; and to persons conversant with the subject, it will be obvious that many useful applications of the principles employed in the solution of them would probably be suggested to the mind of an intelligent workman by the ordinary processes of the mechanincal * arts and the maufactures.

It is a recommendation to that form of elementary instruction which admits of being applied to pursuits of the after-life of the child, that it will not *be thrown away* with his school-books, or cease to occupy his thoughts when his school-days are passed; but being suggested again by his daily occupations, and by all that he sees going on around him, will continue to exercise the same functions in the discipline of his mind in mature years as it did when specially directed to that object in his youth. In that union of skill with his labour which cannot but result from it, he will moreover be put in possession of that to which a commercial value is attached and a high price.

There is a class of exercises, called Exercises in Composition, which I have also thought creditable to the school. In these exercises each boy records his recollections of some passage which the class has been reading, or oral instruction which has been addressed to it. Any person who has had the opportunity of judging how severe a test this is of the powers of attention in children, of their memories, and of their resources of language, will appreciate highly a very moderate share of success in it. Giving its due weight to this consideration, I was exceedingly gratified by the recollections of a Bible lesson thus recorded by the boys of the first class at my request.

Having on several occasions been present when they have received instruction in subjects then for the first time brought under their notice, I have remarked their power of attention and the ready apprehension they have exhibited of the subject-matter of the lesson, and the facility with which they have gathered from it and appropriated the chief topics of instruction it was intended to convey. This power to hang upon the lips of a speaker, to follow him in a train of argument, and to profit by it, is not the least valuable of the fruits of oral instruction.

I have now to record the ages of the children in respect to whom these results are accomplished. On the day of my last visit to the school, 114† children were present. Of the 20 who composed the first class, the average age was from 12 to 13; 7 of them were under 12, none were above 15, and two only above 14 years of age. More than half the children in the school were under 10 years

* Mr. Tate has recently published a little work on this subject, peculiarly adapted to the use of elementary schools.

† The number is limited to 130. It is rarely that the children present form so small a proportion of this number as 114, and to be accounted for in this instance by the fact that the measles were very prevalent in the parish.

of age; the average of the whole being from 9 to 10 years.* The greater number leave the school before they attain the age of 12 years. Young as are the children in this school, their average age exceeds by a year at least that of the children generally attending the schools of my district. (See Report on Schools in the Midland Districts.)

A feature which distinguishes them yet more remarkably from those of other schools, is the regularity of their attendance. Of the whole number of 130, it is seldom that more than two or three are absent, and the whole are not unfrequently assembled. Any vacancy which occurs in the numbers is readily filled up. There are, indeed, always candidates who cannot be admitted to the school. In these circumstances I find additional evidence of the fact, confirmed by my whole experience of schools, that the labouring classes may be led to appreciate *a really good education*, and to make some sacrifices to obtain it for their children. To every one acquainted with the circumstances on which the prosperity of a parochial school depends, it must be evident that the Battersea school could not have attained its present state of efficiency, or have acquired, to the extent it has, the confidence of the labouring classes, unless, to the other advantages it possesses, the cordial support and the active supervision of the parochial clergy were superadded. It is, in point of fact, to the practical knowledge of elementary education of the vicar of Battersea, the Hon. and Rev. Robert Eden, and to his unwearied zeal in the promotion of it in the parish of Battersea, most efficiently seconded by the labours of his curate, Mr. Mitchell, that the success of the school is, in a great measure, to be attributed.

Sacrifices made by the clergyman, in an enlightened spirit, in behalf of his school, I have never found to be without fruit. There is, accordingly, in the parish of Battersea, evidence of an improvement produced through the means of the village school in the religious character of the labouring population. A great increase is apparent in the attendance on the public services of the Church, an orderly and peaceable demeanour of the people hitherto unknown to the parish, and a marked improvement in their manners and morals. It could, indeed, scarcely be otherwise. Every child who leaves the school, and penetrates, in search of its home, the obscure alleys and lanes of the parish, is a missionary of civilization. The day has not probably passed over without some mark of the clergyman's personal interest in that child—the schoolmaster's utmost efforts have been directed to its welfare, and all the educational resources of the school brought to bear upon its instruction. The labouring man knows where for these benefits the debt of his gratitude is due; and thus the child silently pleads with him the cause of the Church, and with it the cause of morality and of public order.

* I have appended to this Report a statement of the ages of the children composing the several classes. (See Appendix Z.)

Whilst the clergyman founds upon the labours of the school his hopes for a *future* generation, he thus finds them, under the blessing of God, not without fruit in the present.

In that favourable opinion which I have expressed of the Battersea school, I am desirous to be understood as speaking of it in its character as a *parochial* or village school, and not as a *model* school.

If a model school be, simply, one, the results attained in which are held out as desirable to be attained, and, with adequate resources, attainable in others, then is this school fully entitled to the designation.

It is not with reference to that which is *practicable* in elementary education, but that which is *actually accomplished,* that I consider the results attained in it remarkable—on the contrary, I think that much more might be done in it; and I found this opinion as well upon my knowledge of the ablility of the master as of the educational resources placed at his disposal. If that influence is to be exercised upon the religious and moral condition of the masses of our population to which the friends of elementary education look forward, and if to this it be a necessary condition that the hearts of the people should be won to it, then it is necessary that in every parish there should be established a school at least as efficient as the Battersea school. And I see no reason why this result should not be accomplished, if the cause were as fortunate in the union of its friends as it is in the good will of the Government and the support of the nation.

But if the Battersea school is put forward as a model school, in the sense that its organization and the manner of conducting it are to serve as types on which the organization and management of other schools are to be formed, then I cannot but think it a term very improperly applied to it.

Seven teachers are constantly employed in the task of instructing the children of the seven classes which compose it, under the supervision of a head-master, whose duty is rather to see that the functions of these teachers are efficiently performed than himself to teach.

The student of the training college, to whose mind this school presents itself, therefore, as a model, when at length he takes the task of organizing and conducting a school upon himself, seeks also seven teachers and seven classes, and adopts the Battersea course of instruction.

The teachers at Battersea are of mature years, and however inexperienced in teaching, they are possessed, themselves, of the knowledge they are called upon to communicate to others, and they have every motive to earnestness and assiduity in the performance of their functions. The national schoolmaster has, on the other hand, to select his teachers from amongst *children,** who

* Of the average age of 10 or 11 years.

have had little instruction but that which they have received from other children no older than themselves, and who have no motive whatever to devote to teaching any feeble ability to teach which they may be supposed to possess,—who are, in fact, indisposed to do so.

Thus, taking the Battersea school as his model, and placing himself in the same relation to his monitors in which Mr. M'Leod formerly stood to him, he constructs a school obnoxious to all the vices of the monitorial system; and, pointing to the disparity of his teachers and those at Battersea, sits down in despair of accomplishing any similar result.

If, however, he has been instructed, as will probably be the case, that, under different circumstances, he is to adopt a different organization from that of the Battersea school, then that school ceases to be his model, and this admitted, a model school becomes, obviously, a desideratum. Nothing is indeed, in my opinion, more needed to the efficiency of the training college than a true model school; a school conducted in some locality not far distant from it, upon the same plan on which the student himself is to conduct the school of which he is to be placed in charge, and whose results are achieved under the same difficulties with which he will have to contend;—a school having no other educational resources than such as the promoters of other schools might be encouraged, aided by public grants, to provide:—the results of which the master might, without injustice to himself, be led to compare with the fruits of his own labours, and the success of which he might without presumption seek to emulate.

I have gathered from my communications with the founders of this institution, that their general views in the organization of the Village School were as follows:—This School was adopted not simply as a means of instructing the pupil of the training school in the art of teaching, but as embodying the idea that, for success in elementary instruction, a certain proportion of skilled masters or assistants, to the number of children taught, is indispensable. This organization supposes that the master should be assisted by apprenticed pupil-teachers in different stages of maturity, and in the proportion of one apprentice to every 30 or 40 children. The head-master at Battersea necessarily holds a relation to that school (as the teacher of didactics), somewhat different from that which he would hold in a village school, not connected with a Normal School, but in which he had the aid of apprenticed pupil-teachers. In the latter case, he would, during every hour in the day, be engaged in the practical business of instructing the scholars. The Battersea Village School received its present organization from the conviction that the education of the children of the poor cannot be rendered efficient by the monitorial system; and that the apprenticeship of the most proficient and skilful pupils of elementary schools affords the readiest practicable means

of rearing in these schools a body of assistant masters, who may become candidates for admission into the Normal Schools, and thus complete a course of training in the art of school-keeping, steadily pursued through years of useful experience. That organization is also a sign that the founders of this institution were not disposed to be satisfied with any system of instruction in this country, the machinery of which should in any respect be less efficient than that which the poor of other countries enjoy, either from the munificence of individuals or from the providence of the Government. In order to carry into execution so great and beneficial a change in the organization of our parochial schools, the assistance of the Government would be required in aid of the local funds.

In a former part of my Report on this school, I have borne testimony to the very inadequate character of the accommodation supplied by the school-buildings. The whole system of the school obviously suffers from the confined dimensions of the school-room,—from an echo which it has been found impossible to silence, and from the intolerable noise of the high-road which runs close under its windows. When it is borne in mind how many teachers are annually distributed over the country, whose practical skill in the art of teaching is acquired by their efforts in it, any cause tending in any degree to impair the success of those efforts rises into an evil of no ordinary magnitude. For these reasons, I cannot but think it desirable that new school buildings should be erected in some more favourable locality for the use of the Village School.

It is worthy, also, of consideration that, by reason of the reputation which this school has acquired, it is frequented by the clergy, and by other persons from different parts of the country, desirous to benefit the cause of education in their own districts. That opportunity to form a judgment on the merits of the school by a careful examination of it not being afforded to them, which is supplied to the Inspector, they are left to such impressions as they may derive from a cursory observation, often, I doubt not, influenced by those unfavourable circumstances under which, in respect to its school-buildings, it is conducted.

I have, &c.,
HENRY MOSELEY.

To the Right Honourable the Lords of the Committee of Privy Council on Education.

Appendix (A).

List, in the left-hand Column of which each Student of the Institution is indicated by a Number; and his Age, Standing, previous Condition, Acquirements, &c., described in the other Columns.

Numbers designating the Students.	Class.	Standing.	Age at present.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom paid.
1	1st	5 months	18	Grocer. Assistant in a National School eight months; Sunday-school Teacher four years.	Arithmetic, to the end of Walkinghame; had learned a system of Mental Arithmetic; had read Roman, Greek, and English History; Biblical knowledge; literary; good writer; a good knowledge of English Grammar.	. .	By the mother of the student.
2	2nd	3 months	23	Assistant Clerk . .	Arithmetic, as far as Practice and Decimals; fair Biblical knowledge; good writer; had read English and Roman History; some knowledge of English Grammar.	Could play on the violin.	By the father of the student.
3	2nd	2 months	22	Draper's Assistant. Teacher in Sunday-school for two years and a half.	Arithmetic, as far as Fractions, inclusive; very good Biblical knowledge; literary; had read English History; good writer; a little French; fair knowledge of English Grammar.	Had gone through the first part of Hullah's System.	15*l.* paid by the student, 10*l.* Exhibition,* and 7*l.* 10*s.* lent by the College.
4	2nd	2 months	23	Gardener; the son of a Schoolmaster. Had assisted in his father's school.	Arithmetic, as far as Decimals; fair Biblical knowledge; some English and Roman History; good writer; a little English Grammar; a fair knowledge of the Elements of Botany.	. .	32*l.* 12*s.* by the student's father.
5	1st	5 months	23	Packer. A Sunday-school Teacher for three years.	Arithmetic, as far as Practice; a little English history; good writer; a little English Grammar; good Biblical knowledge.	Had gone through a regular singing Course.	32*l.* 12*s.* lent to the student; the clergyman who selected and recommended him being responsible.

6	1st	4 months	23	Stationer. Occasionally assisted in a Day-school; a Sunday-school Teacher for three years.	Arithmetic, to the close of Bonnycastle; had read Hume and Smollett's English History, &c.; literary; fair knowledge of French; good knowledge of English Grammar; good Biblical knowledge; good writer.	Was in Hullah's Upper School at Exeter Hall three years.	10*l.* paid, and 22*l.* 12*s.* lent by the College.
7	2nd	4 months	18	Plasterer. A Sunday-school Teacher nine months.	Arithmetic, as far as Vulgar Fractions; a fair Biblical knowledge; a little English History; a little English Grammar.	Had gone through the greater part of Hullah's Course.	12*l.* paid by the student, and 20*l.* lent by the College.
8	1st	3 months	24	Printer. Sunday-school Teacher about a year.	Arithmetic, as far as Duodecimals; some Mensuration; English, Roman, and Greek History; literary; English Grammar, a little; a little Latin and Greek; good writer; good Biblical knowledge.	Could play the violoncello; and had some knowledge of musical notation.	15*l.* paid by student, and 17*l.* 12*s.* lent by the College.
9	1st	14 months	23	Stone-mason. Afterwards Sunday-school Teacher, and assistant in a Day-school.	Arithmetic, as far as Fractions; very little English Grammar; had read History of England; good writer; had a fair knowledge of Holy Scripture.	Could play the trombone; knew a little of singing, and had assisted in a choir.	By the student.
10	1st	15 months	21	Apprenticed to a Carpenter and Painter. Had been master of a National School a few months before entering.	Arithmetic, as far as Cube Root; a little English Grammar; had read histories of England and Rome: good writer; had a good knowledge of the Holy Bible; some knowledge of Drawing; draws Diagrams with great beauty.	. .	By the student's brother.
11	1st	19 months	20	Assistant in a National School.	Arithmetic; English Grammar; had a fair knowledge of the Holy Bible; knew a little Drawing; a good writer; occasional defects in spelling.	Had gone through part of Hullah's Course.	By the student's father.
12	1st	48 months	16	A boy at school.	Arithmetic, as far as Simple Interest; no English Grammar; a little knowledge of the Bible.	. .	By H. R. H. Prince Albert.
13	1st	13 months	24	A Gardener. Kept an Evening School for 12 months; a Sunday-school Teacher for five years.	Arithmetic, as far as Cube Root; a little Mensuration, Geometry, and Trigonometry; very defective in literature; a fair knowledge of the Bible.	Played the bassoon, and led a choir for about three years.	By the student.

* Principal's private funds.

List, in the Columns of which each Student's Number, Age, &c., is indicated—*continued.*

Numbers designating the Students.	Class.	Standing.	Age at present.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom paid.
14	1st	12 months	21	Merchant's Clerk. Sunday-school Teacher for 17 months.	Had gone through Arithmetic; literary; a good knowledge of the Bible; good writer.		15*l.* Exhibition by the National Society; 10*l.* by the student; the remainder lent to him by the College.
15	2nd	3 months	22¾	A National Schoolmaster. A Sunday-school Teacher between two and three years.	Arithmetic, as far as Practice; a fair knowledge of the Bible; good writer; a very little English Grammar.	Could play a little on the flute, and had commenced Hullah's Course.	Paid by the student.
16	1st	1 year	29	Inspector at a Factory. Superintendent of the Rochdale Church. Sunday-school Teacher for several years.	Arithmetic, as far as Cube Root; good Biblical knowledge; good writer; English Grammar; a little Geometry; good Geographer.	Had gone through Hullah's Course.	15*l.* Exhibition National Society, and 17*l.* 12*s.* lent by the College.
17	1st	6 months	19	Assistant Teacher at Norwood.	Arithmetic, as far as Cube Root; Algebra, to Quadratic Equations; good Biblical knowledge; good writer; English Grammar; a little Geometry; good Geographer; Latin.	Had gone through Hullah's Course.	15*l.* Exhibition, and 17*l.* 12*s.* lent by the College.
18	1st	3 years	17	From School . . .	One of the pupils transferred with the College by Mr. Kay Shuttleworth.		
19	2nd	Since left, being unsuitable for the office.					
20	1st	6 months	18	Clothier	Arithmetic, as far as Decimals; a little English Grammar, Geography, and English History; had nearly gone through the Eton Latin Grammar.	. .	10*l.* Exhibition National Society; 10*l.* paid by the friends of the student; and 12*l.* 12*s.* lent by the College.

21	1st	5 months	30	Bookseller. Had kept a gratuitous Boys' School, in the evenings, for three years. Teacher in a Sunday-school for five years.	Arithmetic, as far as Reduction; a little English Grammar and History; good Biblical knowledge.	. .	16*l.* 16*s.* paid by the student, and 16*l.* 16*s.* by the College.
22	1st	6 months	16	Clerk. Assistant for three months at a National School.	Arithmetic, to Fractions; had gone through English Grammar; some English History; good writer; Good Biblical knowledge.	Had learned vocal music on the old system, and gone through Hullah's Course.	10*l.* Exhibition by National Society; 22*l.* 12*s.* to be paid by student's mother.
23	2nd	6 months	26	Printer. Sunday-school Teacher and Secretary, for nearly 12 years.	Arithmetic, as far as Fractions; Murray's English Grammar; English, Greek, and Roman History; good writer; literary; good Biblical knowledge; a little Latin, and had begun Greek.	. .	10*l.* Exhibition National Society; 16*l.* 16*s.* paid; lent by the College the remainder.
24	1st	5 months	27	Mathematical Instrument-maker. Sunday-school Teacher nearly 14 years.	Arithmetic, as far as the Rule of Three; good Biblical knowledge; a little English History; some knowledge of Italian.	. .	10*l.* Exhibition; 10*l.* paid by student; and 12*l.* 12*s.* lent by the College.
25	1st	5 months	27	Butcher. Sunday-school Teacher for nearly five years.	Arithmetic, as far as the Rule of Three; good Biblical knowledge; a little English History; some knowledge of Italian.	Had commenced Hullah's Course.	10*l.* Exhibition National Society, and 22*l.* 12*s.* paid by the father of the student.
26	2nd	5 months	19	Stationer	Arithmetic, to the Rule of Three; fair Biblical knowledge; a little of Murray's English Grammar; Goldsmith's English History; Pinnock's Catechism of Geography.	. .	Paid by student's patron.
27	1st	3 months	21	Printer. Sunday-school Teacher for one year.	Arithmetic, to the Cube Root; some English Grammar; literary; good writer; read English and Roman History; a little Geography; a fair French scholar; a little Italian.	Plays the flute .	Paid by student.
28	2nd	2 months	18	No business . . .	Arithmetic, as far as Rule of Three; good Biblical knowledge; a little English Grammar; a little English History.	A little knowledge of the violin.	By the father of the student.

List, in the Columns of which each Student's Number, Age, &c., is indicated—*continued*.

Numbers designating the Students.	Class.	Standing.	Age at present.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom paid.
29	2nd	3 months	21	Bootmaker . . .	Arithmetic, as far as Fractions; good Biblical knowledge; literary; good writer; had read Roman, Greek, and English History; a little French; had learnt Drawing; had gone through the Eton Latin Grammar.	. .	By the father of the student.
30	1st	10 months	22	At a Boarding-school for six months previous to his coming into training as Assistant Teacher. A Sunday-school Teacher for five years.	Had gone through Walkinghame's Arithmetic; Rudiments of English Grammar; had read most of Goldsmith's English and Roman History; good Biblical knowledge; good writer; literary.	. .	20*l.* paid by clerical patron, and 12*l.* 12*s.* lent to the student by the College.
31	1st	7 months	26	A Printer. For 12 months a Sunday-school Teacher some years ago.	Arithmetic, as far as Decimal Fractions; good writer; fair Biblical knowledge; a little French; some English and Greek History; literary; Rudiments of English Grammar.	. .	10*l.* Exhibition from National Society; 12*l.* 12*s.* paid; 10*l.* lent by the College.
32	1st	10 months	28	A Printer. . . .	Arithmetic, as far as Duodecimals; a little Algebra and Geometry; excellent Biblical and Theological knowledge; some knowledge of Metaphysics; literary; fair knowledge of Latin and Greek; good knowledge of History; good Grammarian; good Botanist.	Had learnt to play the flute well.	15*l.* Exhibition, 17*l.* 12*s.* lent by the College.
33	2nd	7 months	20	Wheelwright. Teacher in a Sunday-school.	Arithmetic, as far as the Rule of Three; a little knowledge of Chemistry; good Biblical knowledge.	Had gone through the first part of Hullah's Course.	10*l.* Exhibition; 10*l.* by clerical patron of the student; and 12*l.* 12*s.* lent by the College.

34	1st	6 months	19	Assistant Teacher in a National School for four years.	Arithmetic, as far as Cube Root; a little English Grammar and Drawing; good Biblical knowledge; some Latin Grammar; had gone through the History of England.	. .	10*l.* Exhibition from National Society, and 22*l.* 10*s.* by the friends of the student.
35	2nd	3 months	22	A National Schoolmaster for two years.	Had gone through Walkinghame's Arithmetic, and the first Principles of Mensuration; fair Biblical knowledge; English Grammar; literary.	. .	15*l.* Exhibition from National Society, and 17*l.* 12*s.* lent by College.
36	1st	11 months	20	Assistant in a private school.	Arithmetic, and some Mathematics; a good knowledge of the Bible; a good writer; good compositor; literary; good grammarian; some Mechanics and Natural Philosophy.	. .	10*l.* Exhibition by the National Society, and 22*l.* 10*s.* paid by the student.
37	1st	8 months	23	Solicitor's Clerk. Sunday-school Teacher for two years.	A little Grammar; had gone through Walkinghame's Arithmetic and Nesbitt's Mensuration; literary; a good writer; fair Composition; a little Drawing.	Could play the flute.	32*l.* 12*s.* paid by the student.
38	1st	7 months	25	Coach-maker. . .	Fair Biblical knowledge; some elementary Arithmetic.	. .	32*l.* 12*s.* by the student.
39	2nd	7 months	30	Brought up as a Woollen Manufacturer. 12 years a Sunday-school Teacher.	Fair Biblical knowledge; fair knowledge of elementary Arithmetic; tolerable Geographical knowledge; a little English history.	A little knowledge of the flute.	32*l.* 12*s.* by the student.
40	1st	9 months	19	Merchant's Clerk. Afterwards sent to a Boarding-school as a preparation for the College.	Had studied Arithmetic as far as Fractions; good Biblical knowledge; a little Geography and English Grammar; had read the History of England and Rome; literary.	. .	32*l.* 12*s.* — 12*l.* 10*s.* from the Bath and Wells Diocesan Board, the remainder by a lay patron.
41	1st	8 months	19	Assistant Teacher for a year in a National School. Two years a Sunday-school Teacher.	Had studied Arithmetic as far as Square Root; good Biblical knowledge; competent English Grammar; fair knowledge of Geography and English History; a little knowledge of Greek History; literary.	Had gone through the first part of Hullah's Course.	10*l.* Exhibition by the National Society; 10*l.* paid by friends; and 12*l.* 12*s.* lent by the College.

List, in the Columns of which each Student's Number, Age, &c., are indicated—*continued.*

Numbers designating the Students.	Class.	Standing.	Age at present.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom paid.
42	1st	7 months	18	Assistant Teacher for about two years in a National School. A Sunday-school Teacher.	Had studied Arithmetic as far as Practice; good Biblical knowledge; a little English Grammar; a little Geography.	Had gone desultorily through the greater part of Hullah's Course.	10*l.* paid by clerical patron of student; 12*l.* 12*s.* lent; and 10*l.* Exhibition National Society.
43	1st	12 months	18 nearly.	Packer. Assistant Teacher at a school for six months.	Arithmetic, as far as Practice; literary; a good knowledge of the Bible; tolerable writer; had read the History of England.	. .	15*l.* Exhibition by the National Society; 17*l.* 12*s.* lent to the student by the College.
44	1st	12 months	18	Companion to two little boys.	Arithmetic, as far as Rule of Three; a fair knowledge of the Bible; had read part of the History of England.	Had been through Hullah's Course; could play the flageolet and flute a little.	15*l.* Exhibition by the National Society; the remainder by the student's patron, W. Dickenson, Esq.
45	1st	9 months	20	Solicitor'sClerk. Sunday-school Teacher for two years.	Had gone through Arithmetic; had some knowledge of the rudiments of Algebra; literary; a little Latin Grammar; had read Phædrus, C. Nepos, and Cæsar; a little French; good knowledge of the Bible; good writer; Drawing.	Had gone through the whole of Hullah's Course, and was in his upper school.	10*l.* Exhibition by the National Society, and 22*l.* 12*s.* half paid by student's father, and half by his (the student's) own earnings.
46	1st	9 months	25	Woollen Clothier. Had been a Sunday-school Teacher 18 months.	A little Arithmetic; had gone through the greater part of Lennie's Grammar; good knowledge of the Bible and Theology; literary.	. . . .	15*l.* Exhibition, and 17*l.* 12*s.* lent to the student.

47	1st	9 months	16	No trade. A Sunday-school Teacher about two years.	Had gone through Walkinghame's Arithmetic; Bonnycastle's Algebra, as far as Simple Equations, and the first part of Nesbitt's Mensuration; was a good writer; a few problems in Blakelock's Euclid; a fair knowledge of the Bible.	. .	32*l.* 10*s.* paid by his father.
48	2nd	7 weeks	22	Glover. Three years a Sunday-school Teacher.	Arithmetic, as far as Rule of Three; good Biblical knowledge; some History of England; good writer; English Grammar.	. .	10*l.* paid by clerical patron; 10*l.* exhibition, and 12*l.* 12*s.* lent by the College.
49	2nd	5 weeks	21	Tailor	Arithmetic, as far as Rule of Three; good Biblical knowledge; literary; had read History of England; good writer; some knowledge of English Grammar; draws neatly, and can cut wood engravings.	. .	15*l.* Exhibition from Principal's private fund, and 17*l.* 12*s.* by the student.
50	2nd	7 weeks	21	Drapers' Assistant. Had taught for three months in a Sunday-school.	Arithmetic, as far as Cube Root; good Biblical knowledge; literary; had read English and Roman History; good writer; good grammarian; a little Latin.	An accomplished player on the flute.	15*l.* Exhibition, from Principal's private fund, and 17*l.* 12*s.* lent by the College.
51	1st	5 weeks	23	Master of a private school.	Arithmetic, to the end of Dr. Morgan's system; good Biblical knowledge; literary; English, Greek, and Roman History; good Grammarian; a little French; Algebra, as far as Quadratic Equations; six Books of Euclid.	Had gone partly through Hullah's system.	15*l.* Exhibition from Principal's private fund, and 17*l.* 12*s.* lent by the College.
52	2nd	6 weeks	18	Assistant for three years in a National School. Sunday-school Teacher for three years.	Arithmetic, as far as Decimals; good Biblical knowledge; literary; English and Roman History; good Grammarian; a little French; Drawing.	Had gone through the first part of Hullah's Course.	15*l.* Exhibition from Principal's private fund, and 17*l.* 12*s.* lent by the College.
53	1st	9 months	19	Assistant in a National School for two years. Four years a Sunday-school Teacher.	Had gone in Arithmetic as far as Duodecimals; fair knowledge of the Bible; good writer; a little Latin; had gone through Lennie's Grammar; draws Diagrams very beautifully; knew some Geography.	. .	32*l.* 12*s.* paid by student's father.
54	1st	11 months	28	Boot-closer. . . .	Arithmetic, as far as Barter; a fair knowledge of the Bible.	. .	32*l.* 12*s.* paid by student's father.

List, in the Columns of which each Student's Number, Age, &c., are indicated—*continued.*

Numbers designating the Students.	Class.	Standing.	Age at present.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom paid
55	2nd	8 months	20	Educated at the Clergy Orphan School. Companion of his uncle, a clergyman.	Latin; Virgil and Ovid's Metamorphoses; English Grammar; a little Greek, *e. g.*, part of the Greek Testament; good writer.	. .	10*l.* Exhibition from National Society, and 22*l.* 10*s.* by the friends of the student.
56	1st	9 months	16	Assistant in a National School.	A little Latin; literary; English Grammar; Arithmetic; a good writer; read part of Greek Testament and the Iliad; had gone through three Books of Euclid; a good Geographer; some English History; a fair knowledge of Greek and Roman History; a little Drawing.	Had learnt the first part of Hullah's Manual.	10*l.* Exhibition by the National Society; half of the rest paid by the father of the student, and half lent by the College.
57	1st	9 months	24	Shoemaker. A Sunday-school Teacher for three years.	A little Arithmetic; some knowledge of the Bible; a little elementary Grammar.	Had commenced Hullah's Course.	8*l.* 12*s.*, *i. e.* 10*l.* paid by the student's friends, and 17*l.* 12*s.* lent by the College.
58	1st	9 months	18	A Clerk	Had learned Arithmetic as far as Logarithms; a little Grammar; a good writer; competent knowledge of the Bible.	. .	8*l.* 12*s.* paid by the student's father.
59	1st	7 months	20	Clerk, Sunday-school Teacher three years.	Had learned Arithmetic as far as Compound Interest; a little English Grammar; good writer; competent Biblical knowledge; a little Geography; some English History	Could play the organ and pianoforte well.	8*l.* 12*s.* paid by the father of the student.
60	2nd	4 weeks	20	Assistant in a private school for one year and a half.	Arithmetic, as far as Practice; good Biblical knowledge; good writer; Drawing; literary; had read some Roman, Greek, and English Hist[illegible] a little Latin; the [illegible]	Had gone through the first part of Hullah's Course.	Paid by the student.

61	1st	10 months	26	Master of the Staines Union School for six months, which he voluntarily resigned to come into training. Superintendent of a Sunday-school 18 months, and 2 years before that Teacher in another.	Arithmetic, as far as Decimals; good Bible knowledge; English Grammar; Geography, fair; a little Mensuration; had read some English History; literary.	the key-bugle.	National Society, and 22*l.* 12*s.* by the student.
62	2nd	1 month	17	Farmer. A Sunday-school Teacher two years.	Arithmetic, to the end of Walkinghame; good Bible knowledge; English Grammar; good Writer; good English Historian; Nesbitt's Mensuration.	A little knowledge of the flute.	10*l.* Exhibition from Principal's private fund; 10*l.* paid; and 12*l.* 12*s.* lent by the College.
63	2nd	3 weeks	19	Student, under the auspices of the Committee of the Royal Society of Fine Arts, Dublin.	Arithmetic, as far as Decimals; good Biblical knowledge; English Grammar; a little Latin; a little English History; a little Roman History; some Mensuration and Euclid; Drawing.	A little knowledge of the flute.	By the student's father
64	2nd	3 weeks	23	Farmer	Arithmetic, as far as Rule of Three; good Bible knowledge; a little English Grammar; fair writer.	. .	32*l.* paid by student's father.
65	2nd	3 weeks	29	Working Engineer. Sunday-school Teacher for six years.	Arithmetic, as far as Interest; good Bible knowledge; a little English Grammar; good writer; some English History; some knowledge of Mechanics.	Could play the violoncello	15*l.* Exhibition from Principal's private fund, and 17*l.* 12*s.* lent.
66	2nd	3 weeks	19½	Gardener. Assisted in a Sunday-school 12 months.	Arithmetic, as far as Rule of Three; fair Bible knowledge; a little English Grammar; good writer.	. .	Paid by student out of his savings.
77	Since left, being subject to fits.						

Appendix (B).

List of Teachers that have been Trained at the Battersea Training School, with their present Localities.

Name of Schoolmaster.	School.	Patrons.
Mr. William Bragg	Sheriffhales	The Duke of Sutherland.
Bilby	Ketley	
John Diggens	Tittensor (Trentham)	
William Diggens	Lilleshall	
Alfred Diggens	Copesthorne	Edward D. Davenport, Esq.
Sims	Marton	
George Kent	Stamner	The Earl of Chichester.
Christie	Milton Abbott	The Duke of Bedford.
Bryan	Motcomb	The Earl of Grosvenor.
Forss	Coleshill	The Earl of Radnor.
Mitchell	Penryn	Sir Charles Lemon, Bt., M.P.
Rand	Calne	Rev. J. Guthrie, M.A.
Packett		
Wyver	Stowerton	Sir George Philips, Bart.
Pringle	Holland Farm	The Hon. Caroline Fox.
George	Newbold Verdun and Ealing Grove	The Lady Noel Byron.
Robert Blakeston	Partially trained and likely to return to the school	
Ephraim Brown		
Alcock	Bury	Edmund Grundy, Esq.
Sawer	Partially trained	Rev. J. Wilkinson.
Smith	Read	Richard Fort, Esq.
Harry Wood*		
Brand	Kingswood	T. S. Alcock, Esq.
Richard Green	Tacalneston	Sir John Boileau, Bart.
Edward Lovey	Hyde	The Rev. H. James Legge.
Daniel Broughton	Broughton	Rev. G. Frost.
Henry Carvill	Dulwich village school	John Allen, Esq., late Master of Dulwich College.
William Hammond	Swindon	Directors of the Great Western Railway.
William Evans	Old Swinford Hospital	The Hon. — Foley.
Rice	Milford	Anthony & Edward Strutt, Esqs.
and Mrs. Wilkinson	Walkden Moor (very recently).	Lord Francis Egerton.
John Goodall	Gawthorpe	J. P. Kay Shuttleworth, Esq.
Tilleard		
Ferdinand Inglott	Malta	The Maltese Government.
Marshall D'Avray	Mauritius	The Governor.
Alcorn	Parkhurst Prison	The Visitors.
Wilkins		
Farncomb	Norwood School of Industry	The Poor Law Commissioners.
William Rush	,,	,,
Henry Pope†	,,	,,
Thomas Brown	(Partially trained at Battersea, and the rest at Norwood), Bowood.	The Marchioness of Lansdowne.

* Since removed.

† Now at the parochial school of Christ Church, Chelsea.

List of Teachers that have been Trained at the Battersea Training School, &c.—*continued.*

Name of Schoolmaster.	School.	Patrons.
William Ockendon	Kingston Union Workhouse	The Board of Guardians.
Charles Castle	Parochial school, Chelsea.	The Rev. Thomas Ball.
Charles Castle, Alexander Braid	Swindon, Wiltshire	Directors of the Great Western Railway.
Henry Carvill	South Molton, Devon	Earl Fortescue.
Alfred Goffin	Tattershall, Lincoln	Viscount Ebrington.
James Hunter	Chelsea	Rev. W. H. Howard.
George Broughton, William Hacking	Oakenshaw, Lancashire	Richard Fort, Esq.
William Joyner	Calne, Wiltshire	Rev. J. Guthrie.
James Longson, Henry Krinks	Capesthorne, Cheshire.	E. D. Davenport, Esq.
James Tilleard	Hofwyl, Switzerland	De Fellenberg's School.
Robert Grimson	Chevington, Alnwick	Lord Howick.
Samuel Sharpe	Chenies, Bucks	Rev. Lord Wriothesley Russell.
William Thomas	Wheal-Friendship, Tavistock.	R. Taylor, Esq.
John Tregenza	Carnkye, Redruth.	Sir C. Lemon.
Henry Nicholls, Matthew Hirst, William Holmes	Dowlais, Merthyr Tydvil.	Sir John Guest.
John Linn	Tonbridge Wells	Rev. J. Pearson.
Amos Parsons	Sancreed, Cornwall	S. Tremenheere, Esq.
Charles Tonkin	Returned home in ill-health. Dead.	..

NAMES of the STUDENTS who have left the College, from the period when it was transferred to the National Society, including particulars concerning the Progress and Present State of the Schools under their Charge, and the Number of Months they were in Residence.

Names.	Number of Months of Residence in the Institution.	Patron.	Place where employed.	Number of Children in the School		General Remarks.
				At the date of the appointment.	At present.	
Henry Hagger . .	37	E. C. Tufnell, Esq. .	Gravesend National School, as Assistant.	..	..	One of Mr. Kay Shuttleworth's pupils.
Frederick Goodliffe .	15	Rev. W. Ridley . .	Cleckheaton, near Leeds.	..	..	Has only just entered on his work.
Alfred Christie . .	21	E. C. Tufnell, Esq. .	Sheffield, St. George's Schools.	First week, 6	In four weeks, 25	Master of an upper class, at 6*d.* per week in the school. "Is getting on quite to my satisfaction." *Letter of parochial Clergyman.*
Samuel Vaughan .	11	Rev. R. Burgess.. .	Macclesfield, Christ Church.	..	..	Has only just been appointed. Not a new school. A most favourable report of his efficiency and usefulness has already been received.
James Wrigley . .	12	Rev. J. Molesworth .	Parish Church school, Rochdale, under Dr. Molesworth, Vicar.	..*	235	* Not exactly ascertained; not nearly so many at present.
Thomas Sheard . .	12	Rev. Francis Crossman	Stockton - on - Tees. Under the Rev. R. Gray.	..	..	Has not yet entered on his work.
Edward Bacon . .	10	Rev. Arthur Roberts .	Fulham; at the National School, Walham Green.	60	85	Not a new school. Is much distressed for want of suitable apparatus.
George Richbell . .	14	Rev. A. Hall. . . H. Hall, Esq.	Thorney, Peterborough	22	60	Doubtful; the number not exactly ascertained. The harvest holiday just over.
James Tyler . . .	16	E. C. Tufnell, Esq.	Steyning, Sussex . .	91	109	The harvest holiday just over. "Gives the highest satisfaction to his employers."

John Salter . . .	17	The Rev. L. Buckle . The Rev. R. Knight.	St. Oswald, Durham	38	119	The Bishop of Chester writes:— "You will not be displeased at hearing from an independent quarter that he has entered upon his duties with great steadiness and spirit, and has justified my expectation by having 90 scholars on his books."
John Bowes . . .	12	The Rev. W. Powell, Kingston, Surrey.	Cockermouth. . .	48	213	A new school. "Is proceeding most satisfactorily and successfully." "I think him an intelligent, well-principled, and active young man, and his success and progress in school, up to this time, is fully equal to, and indeed exceeding, my expectation." *Extract from Clergyman's letter.*
Thomas Radwell. .	12	Sir Thomas Fremantle	At a school at Trevenson near Redruth.	50	60	Succeeded a Battersea student who had done much for the school. The Diocesan Inspector gives a most favourable account of his exertions.
Thomas Salkeld . .	38	W. Crackenthorpe, Esq.	Eton College . . .	..	..	One of the pupils left by Mr. Kay Shuttleworth. A highly-favourable account has been received of his "modesty, industry, and talents."
William Harris . .	52	W. Parker, Esq. . .	Greenwich Naval School.	..	..	One of the pupils left by Mr. Kay Shuttleworth.
Richard Crockford .	26	E. C. Tufnell, Esq. .	Swinton, near Manchester, at the Industrial School.	..	..	Ditto.
George Woollard .	20	Joseph Kay, Esq. .	Industrial Pauper School, Liverpool.	..	..	Ditto.
Thomas Feltham .	48	Hon. L. Barrington .	West Tytherly, near Stockbridge under the Hon. L. Barrington.	41	80	
Wm. D. Ikin . .	15	Rev. R. G. Baker .	Hurdsfield, Macclesfield.	63	70	A factory district school.*

* "For the last few months the boys' school has been under the care of an experienced and well-qualified master, from the Training College at Battersea; and it has been to the committee a source of sincere gratification to observe that the persevering efforts of the teacher are beginning to receive their reward in the marked improvement in the attention, discipline, and progress of the youths under his care, and in the increasing value placed by the parents on the instruction imparted, sufficient to cause the committee to indulge a hope of future and more complete success."—*Extract from the printed Report of the Committee of the School.*

Names of Students who have left the College, from the period when it was transferred to the National Society—*continued.*

Names.	Number of Months of Residence in the Institution.	Patron.	Place where employed.	Number of Children in the School		General Remarks.
				At the date of the Appointment.	At present.	
James Bailey. . .	12	Professor Willis . .	Sandbach, Cheshire .	122	170	In a National School, under the Rev. J. Armistead. Mr. Armistead says, "You must not expect to turn out many such men as Bailey." "He gives the greatest satisfaction," &c.
William Baker . .	12	Rev. R. Eden . .	Coseley, Staffordshire	22	78	Under the Rev. W. Baxter. Mr. Baxter writes, expressing in strong terms his perfect satisfaction. "Baker's diligence," says Mr. Baxter, "is most exemplary; and his method, as far as I have observed, of giving instruction good. He secures attention; and I am happy to state that the numbers have considerably increased since his appointment. His general conduct is, also, very consistent."
Frederick Johnstone .	44	Patroness, Lady Amelia Pelham.	Industrial Schools, Liverpool.	..	..	One of Mr. Kay Shuttleworth's pupils.
Alfred Strugnell. .	12	The Rev. J. Ketley .	St. George's Schools, Sheffield.	..	310	A new school. The clergyman writes:— "Strugnell is getting on quite to my satisfaction. I think he will do admirably well in time. He seems to throw himself into his office."

Appendix (C).

ROUTINE.

5 A. M.—Rise, Wash, Dress, and Make Beds.
8 A. M.—Prayers.
8½ A. M.—Breakfast.
9 A. M.—First Division of Teachers go to the Village School
12 NOON.—Ditto ditto return from Village School.

1½ P. M.—Dinner.
2 P. M.—Second Division of Teachers go to the Village School.
4 or 5 P. M.—Ditto ditto return from Village School.

6½ P. M.—Supper.
9 P. M.—Prayers.
10 P. M.—Retire to rest.

		MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
6	1	Garden.	Garden.	Garden.	Garden.	Garden.	Garden.
	2	Do.	Do.	Do.	Do.	Do.	Do.
7	1	First principles of Arithmetic.	Principal.	Private Study of Ecclesiastical History.	Principal.	Principal (Liturgy).	Leisure.
	2	English Composition.	Do.	Do.	Do.	English Composition.	Do.
9	1	Descriptive Mechanics.	Drill.	Garden.	English History.	Drill.	9 to 10½.
	2	Do.	Do.	Do.	Do.	Do.	Examination Papers.
10	1	Mr. M'Leod.	Mr. M'Leod.	Mensuration.	Mr. M'Leod.	Mechanics.	10½ to 11½.
	2	Scripture.	Do.	Scripture.	Elementary Music.	Elementary Music.	Garden.
11	1	Garden.	Garden.	Natural Philosophy.	Grammar.	Algebra.	11½ to 1.
	2	Do.	Do.	Derivation.	Mental Arithmetic.	Principal.	Examination Papers.
12	1	Chemistry.	Mathematical Geography.	Scripture.	Mensuration and Geometry.	English History.	Examination Papers.
	2	Do.	Descriptive Do.	Do.	Grammar.	Do.	Do.
2	1	Leisure.	Derivation.	Principal.	Garden.	Garden.	Historical Geography.
	2	Do.	Miscell. Calculations.	Do.	Do.	Do.	Do.
3	1	Grammar.	Mechanics.	Practice of Chanting.	Grammar & Derivation.	Globes.	Household Work.
	2	Arithmetic.	Music.	Problems on Work.	Do.	Music.	Do.
4	1	Algebra.	Music.	Arithmetic.	Scripture.	Music.	. . .
	2	Derivation.	Arithmetic.	Do.	Do.	Arithmetic.	. . .
5	1	Mr. M'Leod.	Scripture.	Leisure.	Geography.	Chemistry.	. . .
	2	Grammar.	Do.	Do.	Do.	Do. Dictation Class.	. . .
7	1	Penmanship.	Leisure.	Drawing.	Penmanship.	Drawing.	. . .
	2	Do.	Do.	Do.	Do.	Do.	. . .

List, in the Columns of which each Student's Number, Age, &c., are indicated—continued.

Numbers designating the Students.	Class.	Standing.	Age at present.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom paid.
42	1st	7 months	18	Assistant Teacher for about two years in a National School. A Sunday-school Teacher.	Had studied Arithmetic as far as Practice; good Biblical knowledge; a little English Grammar; a little Geography.	Had gone desultorily through the greater part of Hullah's Course.	10*l.* paid by clerical patron of student; 12*l.* 12*s.* lent; and 10*l.* Exhibition National Society.
43	1st	12 months	18 nearly.	Packer. Assistant Teacher at a school for six months.	Arithmetic, as far as Practice; literary; a good knowledge of the Bible; tolerable writer; had read the History of England.	. .	15*l.* Exhibition by the National Society; 17*l.* 12*s.* lent to the student by the College.
44	1st	12 months	18	Companion to two little boys.	Arithmetic, as far as Rule of Three; a fair knowledge of the Bible; had read part of the History of England.	Had been through Hullah's Course; could play the flageolet and flute a little.	15*l.* Exhibition by the National Society; the remainder by the student's patron, W. Dickenson, Esq.
45	1st	9 months	20	Solicitor's Clerk. Sunday-school Teacher for two years.	Had gone through Arithmetic; had some knowledge of the rudiments of Algebra; literary; a little Latin Grammar; had read Phædrus, C. Nepos, and Cæsar; a little French; good knowledge of the Bible; good writer; Drawing.	Had gone through the whole of Hullah's Course, and was in his upper school.	10*l.* Exhibition by the National Society, and 22*l.* 12*s.* half paid by student's father, and half by his (the student's) own earnings.
46	1st	9 months	25	Woollen Clothier. Had been a Sunday-school Teacher 18 months.	A little Arithmetic; had gone through the greater part of Lennie's Grammar; good knowledge of the Bible and Theology; literary.	. .	15*l.* Exhibition, and 17*l.* 12*s.* lent to the student.

47	1st	9 months	16	No trade. A Sunday-school Teacher about two years.	Had gone through Walkinghame's Arithmetic; Bonnycastle's Algebra, as far as Simple Equations, and the first part of Nesbitt's Mensuration; was a good writer; a few problems in Blakelock's Euclid; a fair knowledge of the Bible.	. .	32*l.* 10*s.* paid by his father.
48	2nd	7 weeks	22	Glover. Three years a Sunday-school Teacher.	Arithmetic, as far as Rule of Three; good Biblical knowledge; some History of England; good writer; English Grammar.	. .	10*l.* paid by clerical patron; 10*l.* exhibition, and 12*l.* 12*s.* lent by the College.
49	2nd	5 weeks	21	Tailor	Arithmetic, as far as Rule of Three; good Biblical knowledge; literary; had read History of England; good writer; some knowledge of English Grammar; draws neatly, and can cut wood engravings.	. .	15*l.* Exhibition from Principal's private fund, and 17*l.* 12*s.* by the student.
50	2nd	7 weeks	21	Drapers' Assistant. Had taught for three months in a Sunday-school.	Arithmetic, as far as Cube Root; good Biblical knowledge; literary; had read English and Roman History; good writer; good grammarian; a little Latin.	An accomplished player on the flute.	15*l.* Exhibition, from Principal's private fund, and 17*l.* 12*s.* lent by the College.
51	1st	5 weeks	23	Master of a private school.	Arithmetic, to the end of Dr. Morgan's system; good Biblical knowledge; literary; English, Greek, and Roman History; good Grammarian; a little French; Algebra, as far as Quadratic Equations; six Books of Euclid.	Had gone partly through Hullah's system.	15*l.* Exhibition from Principal's private fund, and 17*l.* 12*s.* lent by the College.
52	2nd	6 weeks	18	Assistant for three years in a National School. Sunday-school Teacher for three years.	Arithmetic, as far as Decimals; good Biblical knowledge; literary; English and Roman History; good Grammarian; a little French; Drawing.	Had gone through the first part of Hullah's Course.	15*l.* Exhibition from Principal's private fund, and 17*l.* 12*s.* lent by the College.
53	1st	9 months	19	Assistant in a National School for two years. Four years a Sunday-school Teacher.	Had gone in Arithmetic as far as Duodecimals; fair knowledge of the Bible; good writer; a little Latin; had gone through Lennie's Grammar; draws Diagrams very beautifully; knew some Geography.	. .	32*l.* 12*s.* paid by student's father.
54	1st	11 months	28	Boot-closer. . . .	Arithmetic, as far as Barter; a fair knowledge of the Bible.	. .	32*l.* 12*s.* paid by student's father.

List, in the Columns of which each Student's Number, Age, &c., are indicated—*continued.*

Numbers designating the Students.	Class.	Standing.	Age at present.	Previous Condition.	Acquirements at the time of Admission.	Musical Knowledge.	Premium, by whom paid.
55	2nd	8 months	29	Educated at the Clergy Orphan School. Companion of his uncle, a clergyman.	Latin; Virgil and Ovid's Metamorphoses; English Grammar; a little Greek, *e. g.*, part of the Greek Testament; good writer.	. .	10*l.* Exhibition from National Society, and 22*l.* 10*s.* by the friends of the student.
56	1st	9 months	16	Assistant in a National School.	A little Latin; literary; English Grammar; Arithmetic; a good writer; read part of Greek Testament and the Iliad; had gone through three Books of Euclid; a good Geographer; some English History; a fair knowledge of Greek and Roman History; a little Drawing.	Had learnt the first part of Hullah's Manual.	10*l.* Exhibition by the National Society; half of the rest paid by the father of the student, and half lent by the College.
57	1st	9 months	24	Shoemaker. A Sunday-schoo Teacher for three years.	A little Arithmetic; some knowledge of the Bible; a little elementary Grammar.	Had commenced Hullah's Course.	32*l.* 12*s.* — *i. e.* 15*l.* paid by the student's friends, and 17*l.* 12*s.* lent by the College.
58	1st	9 months	18	A Clerk	Had learned Arithmetic as far as Logarithms; a little Grammar; a good writer; competent knowledge of the Bible.	. .	32*l.* 12*s.* paid by the student's father.
59	1st	7 months	20	Clerk. Sunday-school Teacher three years.	Had learned Arithmetic as far as Compound Interest; a little English Grammar; good writer; competent Biblical knowledge; a little Geography; some English History	Could play the organ and pianoforte well.	32*l.* 12*s.* paid by the father of the student.
60	2nd	4 weeks	20	Assistant in a private school for one year and a half.	Arithmetic, as far as Practice; good Biblical knowledge; good writer; Drawing; literary; had read some Roman, Greek, and English History; good Grammarian; a little Latin; the elements of Algebra.	Had gone through the first part of Hullah's Course.	Paid by the student.

61	1st	10 months	26	Master of the Staines Union School for six months, which he voluntarily resigned to come into training. Superintendent of a Sunday-school 18 months, and 2 years before that Teacher in another.	Arithmetic, as far as Discount; good Biblical knowledge; English Grammar; Geography, fair; a little Mensuration; had read some English History; literary.	Had learnt to play the key-bugle.	10*l.* Exhibition from National Society, and 22*l.* 12*s.* by the student.
62	2nd	1 month	17	Farmer. A Sunday-school Teacher two years.	Arithmetic, to the end of Walkinghame; good Bible knowledge; English Grammar; good Writer; good English Historian; Nesbitt's Mensuration.	A little knowledge of the flute.	10*l.* Exhibition from Principal's private fund; 10*l.* paid; and 12*l.* 12*s.* lent by the College.
63	2nd	3 weeks	19	Student, under the auspices of the Committee of the Royal Society of Fine Arts, Dublin.	Arithmetic, as far as Decimals; good Biblical knowledge; English Grammar; a little Latin; a little English History; a little Roman History; some Mensuration and Euclid; Drawing.	A little knowledge of the flute.	By the student's father
64	2nd	3 weeks	23	Farmer	Arithmetic, as far as Rule of Three; good Bible knowledge; a little English Grammar; fair writer.	. .	32*l.* paid by student's father.
65	2nd	3 weeks	29	Working Engineer. Sunday-school Teacher for six years.	Arithmetic, as far as Interest; good Bible knowledge; a little English Grammar; good writer; some English History; some knowledge of Mechanics.	Could play the violoncello	15*l.* Exhibition from Principal's private fund, and 17*l.* 12*s.* lent.
66	2nd	3 weeks	19½	Gardener. Assisted in a Sunday-school 12 months.	Arithmetic, as far as Rule of Three; fair Bible knowledge; a little English Grammar; good writer.	. .	Paid by student out of his savings.
77	Since left, being subject to fits.						

Appendix (B).

List of Teachers that have been Trained at the Battersea Training School, with their present Localities.

Name of Schoolmaster.	School.	Patrons.
Mr. William Bragg	Sheriffhales	The Duke of Sutherland.
Bilby	Ketley	
John Diggens	Tittensor (Trentham)	
William Diggens	Lilleshall	
Alfred Diggens	Copesthorne	Edward D. Davenport, Esq.
Sims	Marton	
George Kent	Stamner	The Earl of Chichester.
Christie	Milton Abbott	The Duke of Bedford.
Bryan	Motcomb	The Earl of Grosvenor.
Forss	Coleshill	The Earl of Radnor.
Mitchell	Penryn	Sir Charles Lemon, Bt., M.P.
Rand	Calne	Rev. J. Guthrie, M.A.
Packett		
Wyver	Stowerton	Sir George Philips, Bart.
Pringle	Holland Farm	The Hon. Caroline Fox.
George	Newbold Verdun and Ealing Grove	The Lady Noel Byron.
Robert Blakeston	Partially trained and likely to return to the school	
Ephraim Brown		
Alcock	Bury	Edmund Grundy, Esq.
Sawer	Partially trained	Rev. J. Wilkinson.
Smith	Read	Richard Fort, Esq.
Harry Wood*		
Brand	Kingswood	T. S. Alcock, Esq.
Richard Green	Tacalneston	Sir John Boileau, Bart.
Edward Lovey	Hyde	The Rev. H. James Legge.
Daniel Broughton	Broughton	Rev. G. Frost.
Henry Carvill	Dulwich village school	John Allen, Esq., late Master of Dulwich College.
William Hammond	Swindon	Directors of the Great Western Railway.
William Evans	Old Swinford Hospital	The Hon. — Foley.
Rice	Milford	Anthony & Edward Strutt, Esqs.
and Mrs. Wilkinson	Walkden Moor (very recently).	Lord Francis Egerton.
John Goodall	Gawthorpe	J. P. Kay Shuttleworth, Esq.
Tilleard		
Ferdinand Inglott	Malta	The Maltese Government.
Marshall D'Avray	Mauritius	The Governor.
Alcorn	Parkhurst Prison	The Visitors.
Wilkins		
Farncomb	Norwood School of Industry	The Poor Law Commissioners.
William Rush	,,	,,
Henry Pope†	,,	,,
Thomas Brown	(Partially trained at Battersea, and the rest at Norwood), Bowood.	The Marchioness of Lansdowne.

* Since removed.

† Now at the parochial school of Christ Church, Chelsea.

List of Teachers that have been Trained at the Battersea Training School, &c.—*continued.*

Name of Schoolmaster.	School.	Patrons.
William Ockendon	Kingston Union Workhouse	The Board of Guardians.
Charles Castle	Parochial school, Chelsea.	The Rev. Thomas Ball.
Charles Castle, Alexander Braid	Swindon, Wiltshire	Directors of the Great Western Railway.
Henry Carvill	South Molton, Devon	Earl Fortescue.
Alfred Goffin	Tattershall, Lincoln	Viscount Ebrington.
James Hunter	Chelsea	Rev. W. H. Howard.
George Broughton, William Hacking	Oakenshaw, Lancashire	Richard Fort, Esq.
William Joyner	Calne, Wiltshire	Rev. J. Guthrie.
James Longson, Henry Krinks	Capesthorne, Cheshire.	E. D. Davenport, Esq.
James Tilleard	Hofwyl, Switzerland	De Fellenberg's School.
Robert Grimson	Chevington, Alnwick	Lord Howick.
Samuel Sharpe	Chenies, Bucks	Rev. Lord Wriothesley Russell.
William Thomas	Wheal-Friendship, Tavistock.	R. Taylor, Esq.
John Tregenza	Carnkye, Redruth.	Sir C. Lemon.
Henry Nicholls, Matthew Hirst, William Holmes	Dowlais, Merthyr Tydvil.	Sir John Guest.
John Linn	Tonbridge Wells	Rev. J. Pearson.
Amos Parsons	Sancreed, Cornwall	S. Tremenheere, Esq.
Charles Tonkin	Returned home in ill-health. Dead.	..

NAMES of the STUDENTS who have left the College, from the period when it was transferred to the National Society, including particulars concerning the Progress and Present State of the Schools under their Charge, and the Number of Months they were in Residence.

Names.	Number of Months of Residence in the Institution.	Patron.	Place where employed.	Number of Children in the School		General Remarks.
				At the date of the appointment.	At present.	
Henry Hagger . .	37	E. C. Tufnell, Esq. .	Gravesend National School, as Assistant.	..	..	One of Mr. Kay Shuttleworth's pupils.
Frederick Goodliffe .	15	Rev. W. Ridley . .	Cleckheaton, near Leeds.	..	..	Has only just entered on his work.
Alfred Christie . .	21	E. C. Tufnell, Esq. .	Sheffield, St. George's Schools.	First week, 6	In four weeks, 25	Master of an upper class, at 6*d.* per week in the school. "Is getting on quite to my satisfaction." *Letter of parochial Clergyman.*
Samuel Vaughan .	11	Rev. R. Burgess.. .	Macclesfield, Christ Church.	..	..	Has only just been appointed. Not a new school. A most favourable report of his efficiency and usefulness has already been received.
James Wrigley . .	12	Rev. J. Molesworth .	Parish Church school, Rochdale, under Dr. Molesworth, Vicar.	..*	235	* Not exactly ascertained; not nearly so many at present.
Thomas Sheard . .	12	Rev. Francis Crossman	Stockton-on-Tees. Under the Rev. R. Gray.	..	..	Has not yet entered on his work.
Edward Bacon . .	10	Rev. Arthur Roberts .	Fulham; at the National School, Walham Green.	60	85	Not a new school. Is much distressed for want of suitable apparatus.
George Richbell . .	14	Rev. A. Hall. . . H. Hall, Esq.	Thorney, Peterborough	22	60	Doubtful; the number not exactly ascertained. The harvest holiday just over.
James Tyler . . .	16	E. C. Tufnell, Esq.	Steyning, Sussex . .	91	109	The harvest holiday just over. "Gives the highest satisfaction to his employers."

John Salter . . .	17	The Rev. L. Buckle . The Rev. R. Knight.	St. Oswald, Durham	38	119	The Bishop of Chester writes:— "You will not be displeased at hearing from an independent quarter that he has entered upon his duties with great steadiness and spirit, and has justified my expectation by having 90 scholars on his books."
John Bowes . . .	12	The Rev. W. Powell, Kingston, Surrey.	Cockermouth. . .	48	213	A new school. "Is proceeding most satisfactorily and successfully." "I think him an intelligent, well-principled, and active young man, and his success and progress in school, up to this time, is fully equal to, and indeed exceeding, my expectation." *Extract from Clergyman's letter.*
Thomas Radwell. .	12	Sir Thomas Fremantle	At a school at Trevenson near Redruth.	50	60	Succeeded a Battersea student who had done much for the school. The Diocesan Inspector gives a most favourable account of his exertions.
Thomas Salkeld . .	38	W. Crackenthorpe, Esq.	Eton College . . .	..	..	One of the pupils left by Mr. Kay Shuttleworth.
William Harris . .	52	W. Parker, Esq. . .	Greenwich Naval School.	..	..	A highly-favourable account has been received of his "modesty, industry, and talents." One of the pupils left by Mr. Kay Shuttleworth.
Richard Crockford .	26	E. C. Tufnell, Esq. .	Swinton, near Manchester, at the Industrial School.	..	..	Ditto.
George Woollard .	20	Joseph Kay, Esq. .	Industrial Pauper School, Liverpool.	..	..	Ditto.
Thomas Feltham .	48	Hon. L. Barrington .	West Tytherly, near Stockbridge under the Hon. L. Barrington.	41	80	
Wm. D. Ikin . .	15	Rev. R. G. Baker .	Hurdsfield, Macclesfield.	63	70	A factory district school.*

* "For the last few months the boys' school has been under the care of an experienced and well-qualified master, from the Training College at Battersea; and it has been to the committee a source of sincere gratification to observe that the persevering efforts of the teacher are beginning to receive their reward in the marked improvement in the attention, discipline, and progress of the youths under his care, and in the increasing value placed by the parents on the instruction imparted, sufficient to cause the committee to indulge a hope of future and more complete success."—*Extract from the printed Report of the Committee of the School.*

Names of Students who have left the College, from the period when it was transferred to the National Society—*continued.*

Names.	Number of Months of Residence in the Institution.	Patron.	Place where employed.	Number of Children in the School		General Remarks.
				At the date of the Appointment.	At present.	
James Bailey. . .	12	Professor Willis . .	Sandbach, Cheshire .	122	170	In a National School, under the Rev. J. Armistead. Mr. Armistead says, "You must not expect to turn out many such men as Bailey." "He gives the greatest satisfaction," &c.
William Baker . .	12	Rev. R. Eden . .	Coseley, Staffordshire	22	78	Under the Rev. W. Baxter. Mr. Baxter writes, expressing in strong terms his perfect satisfaction. "Baker's diligence," says Mr. Baxter, "is most exemplary; and his method, as far as I have observed, of giving instruction good. He secures attention; and I am happy to state that the numbers have considerably increased since his appointment. His general conduct is, also, very consistent."
Frederick Johnstone .	44	Patroness, Lady Amelia Pelham.	Industrial Schools, Liverpool.	..	..	One of Mr. Kay Shuttleworth's pupils.
Alfred Strugnell. .	12	The Rev. J. Ketley .	St. George's Schools, Sheffield.	..	310	A new school. The clergyman writes:— "Strugnell is getting on quite to my satisfaction. I think he will do admirably well in time. He seems to throw himself into his office."

Appendix (C).

ROUTINE.

5 A.M.—Rise, Wash, Dress, and Make Beds.
8 A.M.—Prayers.
8½ A.M.—Breakfast.
9 A.M.—First Division of Teachers go to the Village School
12 NOON.—Ditto ditto return from Village School.

1½ P.M.—Dinner.
2 P.M.—Second Division of Teachers go to the Village School.
4 or 5 P.M.—Ditto ditto return from Village School.

6½ P.M.—Supper.
9 P.M.—Prayers.
10 P.M.—Retire to rest.

		MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
6	1	Garden.	Garden.	Garden.	Garden.	Garden.	Garden.
	2	Do.	Do.	Do.	Do.	Do.	Do.
7	1	First principles of Arithmetic.	Principal.	Private Study of Ecclesiastical History.	Principal.	Principal (Liturgy).	Leisure.
	2	English Composition.	Do.	Do.	Do.	English Composition.	Do.
9	1	Descriptive Mechanics.	Drill.	Garden.	English History.	Drill.	9 to 10½.
	2	Do.	Do.	Do.	Do.	Do.	Examination Papers.
10	1	Mr. M'Leod.	Mr. M'Leod.	Mensuration.	Mr. M'Leod.	Mechanics.	10½ to 11½.
	2	Scripture.	Do.	Scripture.	Elementary Music.	Elementary Music.	Garden.
11	1	Garden.	Garden.	Natural Philosophy.	Grammar.	Algebra.	11½ to 1.
	2	Do.	Do.	Derivation.	Mental Arithmetic.	Principal.	Examination Papers.
12	1	Chemistry.	Mathematical Geography.	Scripture.	Mensuration and Geometry.	English History.	Examination Papers.
	2	Do.	Descriptive Do.	Do.	Grammar.	Do.	Do.
2	1	Leisure.	Derivation.	Principal.	Garden.	Garden.	Historical Geography.
	2	Do.	Miscell. Calculations.	Do.	Do.	Do.	Do.
3	1	Grammar.	Mechanics.	Practice of Chanting.	Grammar & Derivation.	Globes.	Household Work.
	2	Arithmetic.	Music.	Problems on Work.	Do.	Music.	Do.
4	1	Algebra.	Music.	Arithmetic.	Scripture.	Music.	. . .
	2	Derivation.	Arithmetic.	Do.	Do.	Arithmetic.	. . .
5	1	Mr. M'Leod.	Scripture.	Leisure.	Geography.	Chemistry.	. . .
	2	Grammar.	Do.	Do.	Do.	Do. Dictation Class.	. . .
7	1	Penmanship.	Leisure.	Drawing.	Penmanship.	Drawing.	. . .
	2	Do.	Do.	Do.	Do.	Do.	. . .

Appendix (D).

The National Society's Training Institution, Battersea, 1845.

The National Society has been induced, by the "offer of contributions to be specially appropriated in aid of one or other of its Training Institutions, to establish subsidiary funds for their special benefit."

In conformity with this resolution, I beg leave to address you most respectfully and earnestly in behalf of the Battersea College.

It was instituted, some years ago, by Mr. Kay Shuttleworth and Mr. Tufnell, and having been much enlarged, it was transferred to the National Society at the close of the year 1843.

The main features of the system on which it is conducted are fully described in the Minutes of the Committee of Council on Education for 1842 and 1843. The only modification it has received, under the present management, is in the departments of ecclesiastical and liturgical history, and in the study of the English language. The time occupied in these subjects has been increased.

The masters it has sent out are now at work in various parts of the country, especially the manufacturing and mining districts; and the strongest testimonials are constantly received of their efficiency and usefulness.

It has been found that many of the most eligible candidates for admission are utterly unable to contribute any sum towards their own training, and are destitute of books and school apparatus.

Others have exhausted their little funds in paying for their training, clothes, washing, &c., and are equally without means when they receive an appointment to a school.

The expenses of the institution are necessarily large, and make corresponding demand on the special fund of the parent society.

Upon these considerations (and many more might be added), I respectfully appeal to you for aid towards the following objects:—

1. The foundation of exhibitions of 15*l.* and 10*l.* each towards the expenses of deserving students.

2. The enlargement of the institution library, and the presentation to such schools as may receive masters from the Battersea Institution, of text-books, black-boards, and other apparatus, required for efficient elementary instruction, according to the methods employed in the Model School.

3. The development of the scientific, musical, and industrial departments of the institution, *e. g.*, the enlargement of the workshops, purchase of a printing press,* piano-forte, organ, a second seraphine, electrical apparatus,† telescope, microscope, some optical instruments, a galvanic battery, a thermometer, chemical furnaces, a barometer, &c., and the formation of a botanical garden.

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* Through the kindness of a few friends, a new printing-office has been erected, materials for bookbinding and printing purchased—and four exhibitions, one of 5*l.*, two of 10*l.* and one of 15*l.*, given to deserving students.

† In consequence of the circulation of a proof-sheet of this appeal, the Rev. Tullie Cornthwaite has just presented an excellent electrical apparatus to the institution, besides a donation in money.

4. The erection of a dormitory for students from the colonies and dependencies of Great Britain, whose expenses will be paid by the Government; a most important feature in the prospects of the institution.

5. The erection of a large class-room, capable of holding 120 students, to serve as a chapel and examination hall.

6. The purchase of standard works on education, maps, models, diagrams, plans of school-buildings, &c., as specimens of method in elementary instruction, from all parts of Europe.

Such are some of the purposes to which donations and subscriptions will be appropriated, under the direction of the Society's Committee.

It is not designed, by this appeal, to interfere with any of the ordinary channels which furnish contributions to the National Society; but it is believed that there are many persons who feel a peculiar interest in the efficient training of schoolmasters, and would cheerfully aid in so important an object.

I beg in conclusion to state, that I and my able fellow-tutors have but one end in view, namely, the improvement of elementary instruction, according to the tolerant and moderate principles of the Established Church.

I have, &c.,

THOMAS JACKSON, A.M., *Principal.*

Donations already Received:—

	£.	s.
R. R. Wood, Esq., Fulham	50	0
Truman, Hanbury, and Co.	25	0
A. Slade, Esq., Battersea	20	0
Rev. John Hoole, Walthamstow	10	0
Alms at Brompton Church, August, 17, 1845	20	0
H. S. Thornton, Esq., Battersea Rise	10	0
Rev. Tullie Cornthwaite	5	0
Benjamin Edgington, Esq.	5	5
William Cotton, Esq., Leytonstone	10	0
W. Price, Esq., Reigate	3	0
Thomas Martin, Esq., Reigate	5	0
Mrs. Wix, Battersea	5	0
T. R. Jefferson, Esq., Battersea	5	0
Anonymous	5	0
R. Fownes, Esq.	5	5
H. Brooks, Esq., Paddington	2	2
Joshua Stanger, Esq., Keswick	10	0
G. Field, Esq., Clapham	5	
Collection at Streatham	22	0
Rev. R. Joynes, Gravesend	2	0
Mr. Ikin, Fulham	1	0
Seymour Tremenheere, Esq.	10	0

Appendix (E).

Training Institution, Battersea, March 25th, 1844.

The Battersea Training Institution is intended to prepare young men as national schoolmasters, chiefly for the manufacturing and mining districts. They are to continue as students one year, or thereabouts. After the expiration of this period, if they have conducted themselves well, and made suitable improvement in their learning, they will be considered eligible for schools in union with the National Society.

It is desirable that none should apply for admission who are under twenty or over thirty-six years of age; and they are earnestly requested to consider beforehand the conditions and regulations contained in this document, in order that they may come duly prepared to fulfil them.

The reverend the clergy and other members of the Church, who may be desired to give certificates and sign or countersign testimonials, are respectfully requested to do so cautiously and considerately; remembering the serious harm which they may occasion, by recommending persons for admission into training, of whose good character they have not full personal knowledge.

Applicants for admission must produce a certificate, signed by the clergyman of the parish or district where they have last resided. They must also forward testimonials of their moral conduct and Christian deportment, from three respectable householders, to whom they have been known for the space of one year at the least; these testimonials to be entirely in the handwriting of the persons who sign them, and countersigned by the clergyman of the parish in which the several householders reside. The points on which testimony is required are such as the following:—Age; situation in life; family and connexions; how educated; how subsequently employed; where lately residing, and how long; moral habits and character; personal appearance and general health; temper and disposition, particularly as to children; whether fond of them; whether accustomed to manage or to teach them; whether a regular attendant at church; whether a communicant; whether ever employed in a Sunday-school.

The applicants must also personally answer the questions marked "No. II." in this paper, and write a letter to the Principal, stating their views concerning education generally, and more particularly the duties required of a National Schoolmaster.

They will then, before admission, be examined as to their knowledge of the Bible and the Book of Common Prayer, sacred history and geography, and in reading, writing, spelling, grammar, and arithmetic. They must read fluently, spell correctly from dictation, write a good, bold hand, be well practised in arithmetic, as far as the Rule of Three, inclusive, and above all, have a competent knowledge of the Holy Bible and the Book of Common Prayer. It will also be desirable for them to have studied carefully the Thirty-nine Articles of the Church of England.

If resident in the country, the applicants need not come to London to be examined. Assuming their testimonials to be satisfactory, Examination Papers [Form "No. I."] will be forwarded, under cover, to

the clergyman of the parish or district in which they live, or to some other competent person whom he may appoint; and the applicants will be desired to fill up these papers without assistance of kind whatever. A written pledge to this effect will be required before the papers can be received.

If these are approved, the candidate will be admitted a Probationer for three months, on his paying, or giving adequate security for the payment of the sum of 8*l.* 3*s.* to the Society, for the quarter's board and washing; the instruction he may receive being gratituous. But in case it is found, before the end of this period, that he discovers no fitness for the office of a teacher, or is otherwise incompetent, he will be called upon to withdraw, and will be charged only for the number of the weeks he may have resided in the Institution, at the rate of 32*l.* 12*s.* a-year.

The establishment consists of the Rev. Thomas Jackson, M.A., Principal; the Rev. John Hunter, Vice-Principal; Mr. Thomas Tate, Mathematical Master; Mr. M'Leod, Master of the Battersea Model School, and of the Art of Teaching, or Method; and Mr. Linn, Industrial Master. Lectures on Geography will be given statedly by Mr. Hughes; on Music, by Mr. Hullah and his Assistants; on Gymnastics, by Mr. Cousins; and on Writing, by Mr. Zurhorst.

Under these gentlemen, the pupils will be employed in studying,—as far as may be practicable and expedient in a twelve-months' course,—the Doctrines, &c., of the Bible, as expounded by the Church of England; General Church History; History of the English Church and Liturgy: —Etymology; English Grammar; Commercial Arithmetic; English, Roman, and Greek History; Mechanics; Mathematics; Pestalozzian Arithmetic; Chemistry; Land Surveying; the Mulhauser Method of Writing; the Phonic Method of Reading; and especially the Art of Teaching. For this last most important purpose, the Village School of Battersea is allowed by the Honourable and Reverend Robert Eden, to continue, as formerly, the Model School of the Institution; and the Pupil-Teachers will devote some hours a-day, during the last four months of their term, to attendance at that school, having classes there assigned them under the superintendence of Mr. M'Leod. They will also be required to assist in gardening and household work, under the direction of Mr. Linn.

THOMAS JACKSON, M.A., *Principal.*

*** Donations of books for the library, and specimens of manufacture, fossils, &c., for the museum, will be most thankfully received.

No. I.

Questions to be answered personally by every Candidate for admission as a Probationer into the Battersea Training Institution.

Scripture.

Give some account of the life of
What does Scripture tell us respecting
Explain the doctrine
Show from Scripture that we are bound to

Liturgy.

Give some historical account of '
How does the Rubric direct concerning
Show that the Liturgy recognises the doctrine of
What is stated in the XXXIX Articles concerning

History.

Mention some remarkable event in the reign of
At what period occurred;
Give some account of;

English Grammar.

Define a'
Write a sentence containing
Name, as parts of speech, the words¶
What rules of Syntax are exemplified in the sentence

Arithmetic.

Multiply
Divide
Represent in the denomination of
What cost at per ?
If cost what will
If men perform a work in days, how soon will men do it?
If men in days of hours long, build a wall feet long, feet high, and feet thick; how many men in days of hours long can build a wall feet long feet high, and feet thick?
Compute the simple interest of for at per cent. per annum. Add the fractions

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No. II.

Paper to be filled up by every Candidate for admission as a Probationer into the Battersea Training Institution.

Being desirous of obtaining admission as a Probationer into the National Society's Institution, at Battersea, I do hereby declare, viz.:—

(1) That the answers to the following questions are given truly and without reserve.

(2) That in case of my being admitted into the Institution, I will conduct myself orderly and respectfully.

(3) That in the event of my obtaining an appointment to a school through the influence of the National Society, I will serve my employers faithfully and diligently, endeavouring to carry the

Society's principles into effect to the best of my power; and to promote the moral and religious welfare of the children intrusted to my care.

N.B.—An answer must be given to every question.

1.—Where and when were you born and baptised?
2.—Where and when were you confirmed?
3.—By whom were you examined for confirmation?—and, by what Bishop were you confirmed?
4.—Are you in the habit of attending the Lord's Supper? . . . . . .
5.—How long have you been a regular communicant? . . . . . .
6.—Are you single or married? . . . . . .
(If married the certificate of marriage must be produced.)
7.—If you have any children, state the names and ages of every one of them . . . . . .
8.—To what trade or calling were you brought up? How long have you left it? Were you apprenticed to the trade . . . . . .
9.—How have you been employed for the last four years?—with whom?—and where? . . .
10.—Where are you living at this present time?—How long have you lived there? . . . .
11.—Have you any debts or pecuniary incumbrances of any kind? . . . . . .
12.—Have you means of paying the thirty-two pounds twelve shillings which are charged by the Society for your maintenance at the Institution without incurring any debt? . . .

Appendix (F).

Work done by the Students.

1. A model map of Europe and part of Asia, exhibiting a comparative view of its surface; the mountains, &c. being all done to a scale.
2. A model map of the Holy Land, comprising a representation of the external physical features of that country as explored by recent authorities.
3. A working model of section of the steam-engine, executed for the purpose of illustrating lectures upon that subject.
4. On two zinc plates, the solar system of Ptolemy and that of Copernicus; the latter being so arranged as to show the relative magnitude of the sun in comparison with the planets.
5. A brick provision-house, near the piggery.
6. Four rustic garden-seats.
7. Summer-house.
8. Over one of the walks of the garden has been erected a Chinese pagoda, in trellis-work, for creeping plants.
9. The hot-house has been enclosed by an ornamented fence.
10. In the paint-house such alterations have been effected as to admit of fruit being deposited there for preservation.

11. Outlines of the map of Asia, Europe, England, &c., have been drawn on black boards.
12. A portion of the garden-ground has been appropriated to the rearing of botanical specimens.
13. An "Attwood's Machine" for measuring the velocity of falling bodies.
14. A large model of Jerusalem and the environs; the buildings in cork. The elevation of the surrounding country shown on an accurate scale; the measurements according to Dr. Robinson, &c.
15. A bee-house.

Appendix (G).

Daily Routine of Industrial Occupations.

Number of Students employed in each occupation.	
6	Printers.
4	Clean knives and forks.
4	Pump water.
4	Prepare vegetables.
1	Librarian.
2	Modellers.
1	Attend to master's rooms.
1	Open and close windows in the old building.
1	Dust and take account of knives and forks.
2	Attend to gas and close shutters.
1	Attend to tool-house.
1	Letter-carrier.
2	Carpenters.
2	Painters.
2	Sweep lower landing and stairs in new building.
1	Recorder, *i. e.* take account of students, late or absent, from any lesson, &c. &c.
2	Sweep upper landing and stairs in new building.
2	,, ,, ,, old building.
1	Light fire in lower class-room.
1	Sweep lower class-room.
1	Light fire in laboratory.
1	,, dining-hall.
1	,, upper class-room.
1	Sweep lobby and passage.
1	,, yard and covered way.
1	Clean mastic surfaces.
1	Clean and put away drawing-slates.
2	Clean dining-hall windows.
1	Attend to basins in lavatory.
1	,, ,, covered way.
2	Clean laboratory windows.
2	,, lower class-room windows.
1	Attend to gymnastics, &c.
2	Clean upper class-room windows.
8	Superintendents and waiters.

Appendix (H).

Dietary.

Days.	Breakfast.	Dinner.	Supper.
Sunday .	Coffee and tea, with bread and butter.	Cold boiled beef, potatoes, beer, and bread.	Tea, with bread and butter.
Monday .	Coffee and tea, with bread and butter.	Boiled mutton, suet-puddings, vegetables, bread, and beer.	Tea, with bread and butter.
Tuesday .	Coffee and tea, with bread and butter.	Roast mutton, vegetables, bread, and beer.	Tea, with bread and butter.
Wednesday	Coffee and tea, with bread and butter.	Soup, plum-puddings, bread, beer, and vegetables.	Tea, with bread and butter.
Thursday .	Coffee and tea, with bread and butter.	Roast mutton, vegetables, bread, and beer.	Tea, with bread and butter.
Friday . .	Coffee and tea, with bread and butter.	Meat-puddings, vegetables, bread, and beer.	Tea, with bread and butter.
Saturday . .	Coffee and tea, with bread and butter.	Roast beef, vegetables, bread, and beer.	Tea, with bread and butter.

N.B.—The meals are laid out by eight of the students, selected weekly, consisting of four of the senior members of the establishment, acting as superintendents, and four of the junior students serving in the capacity of waiters.

*** Half the allowance of meat allowed on Mondays, Wednesdays, and Fridays.

Appendix (I).

Syllabus.—*Lectures by the Rev. the Principal.*

The following courses of lectures have been delivered by the Principal during the last year:—

1. The history of the Church of Christ, from the Ascension of our blessed Redeemer until the Council of Nice, including sketches of the heresies, heretics, propagation of the Gospel, lives of eminent men, councils, annals of the Jews, persecutions, &c., during that period.
2. The history of the progress and propagation of Christianity in England, from the earliest times till the Norman Conquest.
3. The points of the foregoing history most proper for children.
4. The use of the categories in elementary teaching.
5. Upon a certain kind of picturesque description proper for illustrating history to children.
6. The elementary education of Holland.
7. The defects and advantages of the simultaneous and monitorial systems.
8. The connexion between history and geography. The races of

mankind. The Assyrian and Babylonian Empires. Their respective boundaries. Their conquests. Tyre; its commerce, government, and colonies. A parallel between Tyre and more modern cities. The city of Babylon. Persepolis. The Persian empire; its rise, progress, and decay. Asia Minor. Lydians.

Appendix (K).

Syllabus.—*Course of Instruction by the Rev. the Vice-Principal.*

1. Scripture.—Under this head the amount of regular instruction has been—
   (*a*) The history contained in the books of Genesis, Exodus, and Numbers.
   (*b*) The four Gospels.
   (*c*) The principal Old Testament prophecies concerning the Messiah.
   (*d*) The principal doctrines of Scripture.
2. English Grammar.—This subject has been taught without the employment of any text-book, except a small published collection of parsing exercises. Instruction has been given on the nature of the several parts of speech, their inflections, and the syntactical rules to which they conform; and that instruction has been communicated, for the most part, in immediate connexion with the practice of parsing. But it is designed that the students of the senior division shall, towards the close of each year, finish their grammatical course with the reading and explanation of a formal text-book on the principles of English grammar.
3. History of England.—No. 1. of the historical series published by the Society for Promoting Christian Knowledge has been employed as a class-book; and the portions of it which have been read are the successive reigns from Henry VIII. to Charles I., inclusive, and those from George III. to Victoria.
4. Etymology.—This branch has been taught by the aid of Ross's Outlines of Etymology, none of the students now in training having advanced beyond the vocables under the letter Q.
5. Descriptive Geography.—This branch of instruction having been intrusted to the Vice-Principal, about the beginning of August last, has not been taught beyond a general survey of the map of the world and an outline of the geography of Europe.

Appendix (L).

Syllabus.—*Course of Instruction by Mr. Tate.*

Arithmetic.—Demonstrations of all the most useful rules, after the methods followed in Mr. Tate's work on the "First Principles of Arithmetic;" construction of questions for the use of teachers in large schools.

Algebra.—Simple equations; text-book, Introduction to Algebra, by the Christian Knowledge Society.

Proportion.—Quadratic equations; text-book, Hall's Algebra, first 30 questions. Quadratic equations of two unknown quantities; text-book, Hall's Algebra, first 20 questions. Arithmetic and geometric progressions. A few simple cases of the application of algebra to geometry.

Mensuration.—A selection of the most useful rules commonly given. Calculation of railway cuttings, the more difficult cases by Professor Moseley's formula. Excavation and transfer of material by means of waggons, as well as by barrows.

Geometry.—The 47th proposition of Euclid, with the propositions upon which it necessarily depends. Illustration of the doctrine of similar triangles.

Trigonometry.—Fundamental theorem. Easy questions on heights and distances. Given two sides and the included angle, to find the area of the triangle. Simple cases of surveying with the chain and the theodolite. Levelling with the theodolite.

Globes and Mathematical Geography.—Outlines of astronomy. Lines upon the globe, with problems. Construction of a map of England.

Mechanics.—Work. Various problems on work. Accumulated work. Equality of moments. Constructive mechanics. Mechanical powers investigated on the principle of work.

Steam-Engine.—Descriptive history of the steam-engine. Work of steam-engine, with the steam acting at a mean pressure as well as expansively. Work of an engine calculated from the quantity of water evaporated.

Natural Philosophy.—Fluids. Bramah's press. Pressure on flood-gates. Pressure on embankments. Specific gravity. Floating bodies. Depth a barge will sink with a given load. The atmosphere. Mechanical properties of the air, barometer, syphon, reciprocating springs, air pump, Marriotte's and Guy Lussac's laws, common pump, force-pump, plunger-pump, fire-engine.

Chemistry.—The essential substances in the atmosphere. Oxygen, nitrogen, carbonic acid gas. Properties of each. The presence of carbonic acid gas not accidental. The constitution of the atmosphere a striking proof of the wisdom and goodness of God.

Agricultural Chemistry.—The organic part of plants is composed

of carbon, oxygen, hydrogen, and nitrogen. Food of plants; the way in which it enters the plant. The way in which carbonic acid gas enters into the body of the plant. The form in which nitrogen enters the plant. Functions and structure of plants. Inorganic part of plants.

Soils.—To determine the relative quantity of organic matter; to determine the relative proportion of lime; physical properties of soils; means of improving land:—1st. Mechanical means. Draining, ploughing, sub-ploughing, and deep ploughing. 2nd. Chemical means. Manures of two kinds, vegetable and animal; digested and undigested manures; mineral manures.

Appendix (M).

Syllabus.—*Course of Instruction by Mr. M'Leod.*

Mr. M'Leod's course of instructioncom prises the following subjects:—

The Church Catechism; Scripture Geography; Demonstrative Arithmetic, or the Theory and Practice of Arithmetic according to the method of Pestalozzi; and Critical Remarks on the faults which the teachers in training may have committed while conducting the classes assigned them in the Model School.

The Critical Remarks may be reduced to the following heads:—

1. Little skill shown in the analysis of the lesson.
2. Bible lessons not properly sketched out, and the application not sufficiently practical.
3. The questions proposed not such as to require thought on the part of the pupil.
4. Explanation of terms not sufficiently simple.
5. Errors taught in the communication of knowledge.
6. Geographical lesson not systematically arranged.
7. Want of quickness in the solution of arithmetical questions on the black-board.
8. Answers received from only a *few* children, and these too often allowed to answer *simultaneously*.
9. Errors in grammar and pronunciation.
10. The teacher's manner, whether dull or animated, &c.
11. The tone of the voice, whether harsh or shrill, &c.
12. Distance from the class, and the proper posture of the body not attended to.
13. Dictation and composition lessons not *carefully examined* and *corrected*.
14. Children allowed to make the figures on their slates in a *careless manner*.
15. Children permitted to *read* too fast, the stops passed over, and little skill shown in examining on what has been read.
16. The order of the class not maintained, and the plans for securing quietness not observed.

17. Children not properly superintended in the play-ground.
18. Proper motives for the regulation of conduct not appealed to.
19. Habits of kindness, respect, &c., not cultivated.
39. No attempt made to arouse and enlighten the conscience.

Besides the Critical Remarks, Lectures have been given on the following subjects:—

1. Duties to be observed on opening the schoo ; prayers, by whom they should be read.
2. On giving Bible lessons according to the simultaneous and elliptical method.
3. Various methods of teaching reading.
4. Rules to be observed in teaching reading.
5. On spelling, dictation, and composition.
6. The monitorial, simultaneous, and mixed methods of instruction.
7. Method of teaching geography.
8. On school government.
9. On school organization, the classification of children, and the preparation of time tables.
10. The duties of teachers in reference to clergymen, committees, and parents.
11. Moral qualities important in a teacher.
12. Formation of habits in children.

Geography.

Since the beginning of August, Scripture geography has been added to the list of subjects to be taught by me. The geographical course will embrace the following countries:—Asia Minor, Palestine, Mesopotamia, and Chaldea.

The arrangement that has been adopted in teaching the geography of Asia Minor is as follows:—

1. The name of the country. 2. Boundaries. 3. Astronomical position, length, &c. 4. Mountains, plains, valleys. 5. Rivers, lakes. 6. Minerals. 7. Climate. 8. Animals and vegetables. 9. People, manners and customs, religion and government. 10. Commerce. 11. Divisions, towns, &c. 12. Islands.

Arithmetic.—Text Books.

Tate's Arithmetic. M'Leod's Arithmetical Questions.

The Church Catechism.—Text Books.

Archdeacon Sinclair's Catechism. The Oxford Catechism.

Appendix (N).

Questions Proposed to the Students of the Battersea Training Schools, in October, 1845, by the Inspector.

Scriptural Knowledge—(Genesis, Exodus, Numbers, and the Gospels).

1. Give an analysis of the Book of Numbers?
2. What events recorded in the Book of Exodus are typical?
3. Relate the circumstances attendant upon the death of Aaron.
4. What Prophecies of the Old Testament refer to the Messiah in his offices of "a Teacher," "a Mediator," and "a Saviour?"
5. What are the Parables recorded in the 13th Chapter of St. Matthew?
6. Give texts of Scripture illustrative of the following Christian Graces" —"Humility," "Meekness," "Temperance," "Diligence, "Contentment," "Self-denial," "Meditation," "Watchfulness."
7. What Elements of the Christian Character are illustrated in Scripture by the following symbols? —"A Light," "Incense," "a Lamp," "Salt," "Palms," "a Sword," "a Girdle."
8. What is meant by the Feast upon a Sacrifice?—In what respect is the federal character of the sacrifices of the Levitical Law apparent? —Explain the following passages:—
   "With all thine offerings thou shalt offer Salt."—"The Salt of the Covenant of thy God."—*Lev.* 2—13.
   "Christ, our Passover, is sacrificed for us; therefore let us keep the *Feast.*"—1 *Cor.* 5—7, 8.
   "This is the new *Testament* in my blood."—*Luke* 22—20.
9. Describe the rites observed in the Celebration of the Jewish Passover, and apply them to illustrate the account given by the Evangelists of the Last Supper of our Lord.
10. What was the Covenant of Works, and what the Covenant of Grace? —Who were the parties to these Covenants respectively?—What their Conditions, their Seals, their Privileges, and their Penalties?

Church History.

1. What are the principal events recorded in the History of the Church during the first year of its existence?
2. Give texts of Scripture showing the prominence assigned in the preaching of the Apostles to "the Resurrection of Christ from the Dead?"
3. What is the history of the dispute concerning the observance of the Mosaic Law by Gentile Converts, and what was the decision of the first Council at Jerusalem in respect to it?
4. What proof is there of the submission of the Church to the authority of that Council?
5. What circumstances are recorded of St. Paul's visit to Athens?
6. What were the principal tenets of the Epicureans and the Stoics?
7. Give some account of the Life of St. John.

8. Give some particulars in respect to the Assemblies of the Christians of the Apostolic Age, and to their manner of conducting Public Worship and administering the Holy Eucharist.
9. Relate some particulars as to the Lives of the following eminent Men:—Origen, Chrysostom, Pelagius, Augustine, Bede.

Natural Philosophy and Agricultural Chemistry.

1. Describe the barometer, and account for the suspension of the barometric column.
2. Describe and explain the common suction-pump.
3. Explain the formation of dew; and account for the deposition of it in different quantities on different substances.—Why are the clearest nights of summer the coldest?
4. Enumerate the compounds of oxygen and nitrogen, and express, under symbolical forms, the proportions in which these elements unite, severally, to form them.
5. Give a method by which atmospheric air may be analyzed, and show in what respects the wisdom and goodness of God are apparent in its chemical constitution.
6. What is the food of plants? by what organs do they receive it, and into what substances do they convert it?
7. On what general causes does the efficacy of manure depend?
8. Describe the different forms of animal manure, and their effects.
9. Describe, in like manner, the different forms of mineral manure.

The Art of Teaching.

1. Give a general account of the different methods which have been proposed for organizing an elementary school.
2. What different methods have been proposed for teaching children to read, and on what principles have they respectively been founded?
3. How would you organize a school of 150 children, supposing that you had an assistant master and a class-room? What arrangement of desks, forms, &c., would you recommend for such a school, and what apparatus should you require?
4. Give a time table for such a school, supposing it situated in a manufacturing district, and specify particularly the part you would yourself take in the course of instruction, and that which you would assign to your assistant.
5. Give an outline of the course of instruction in mechanics which you would address to a class in your school.
6. Give some account of the character of Queen Elizabeth, and of the principal events in her reign, in the words in which you would address a lesson to a class in your school.

English History and English Grammar.*

1. Give some account of Lady Jane Grey, and of the attempt made to place her on the throne of England.

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* From Henry VIII. to Elizabeth, and from Charles I. to Victoria.

2. Give an analysis of the reign of Charles I.
3. What are the names of the most eminent literary men of the time of Queen Elizabeth, and of their Works?—What are the characteristics of the literature of that period?
4. Give the names of the Statesmen who were successively at the head of the Government during the reign of George III., and enumerate in their proper order the great naval engagements of that period.
5. Relate the principal events of the Peninsular War.
6. Write a paraphrase of the following passage; parse the words printed in italics, and give the derivations of those words, the etymology of which you are acquainted with.

Thus with the year
Seasons *return;* but not to me returns
Day, or the sweet *approach* of ev'n or morn,
But *cloud* instead, and ever *during dark*
Surround me—from the cheerful ways of men
Cut off,—and, for the book of knowledge fair,
Presented with a universal *blank*
Of Nature's works—to me *expunged* and rased—
And *wisdom*, at one entrance quite shut out.
So much the rather, Thou, celestial *Light*,
Shine inward, and the *mind* through all her powers
Irradiate; there plant eyes; all mist from thence
Purge and disperse; that I may see and tell
Of things invisible to mortal sight.

Geography—Historical and Descriptive.

1. Give some account of the history of China.
2. Give an outline of the course of instruction in the geography of the Holy Land which you would address to a class in your school.
3. Describe the mountain ranges and the river system of Asia Minor, and give some account of the following towns—Trebizonde, Pergamos, Thyatira, Nice, Sardis, Ephesus.
4. Write down the names of the independent states of Northern Italy, and draw a map exhibiting their relative position.—What are the territories of the King of Sardinia?
5. How is the length of a degree on the earth's surface measured?
6. What is the cause of the tides, and of the daily change in the time and height of high water?
7. What is the population of Great Britain, and what the extent and general conformation of its surface?
8. Draw a map of Great Britain, showing the positions of the principal coal fields, and the great manufacturing towns dependent upon them. And state what are the chief articles of manufacture at the following places—Dundee, Paisley, Derby, Wolverhampton, Walsall, Barnsley, Redditch, Tiverton.
9. What are the causes of the trade winds and the Gulf stream?—Give a particular account of the course and velocity of the Gulf stream.

Algebra, Geometry, Trigonometry, Mensuration.

1. Show that $a\,bx + a\,cx - 2\,ax = (b + c - 2)\,ax$, and prove the rule for the change of signs in subtraction.
2. Prove that $\frac{a}{b} = \frac{ac}{bc}$, and that $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$, and reduce to its simplest form the expression $\frac{1}{x-1} - \frac{1}{x-} + \frac{1}{x-5}$.
3. Solve the equations—

$$\frac{x}{5} + \frac{x}{3} = x - 7$$

$$\frac{4x+3}{9} + \frac{7x-29}{5x-12} = \frac{6x+19}{18}$$

$$\frac{4x}{5-x} - \frac{20-4x}{x} = 15$$

4. A number of persons hire a boat for £a to convey them b miles: after they have completed c miles, they take in d additional passengers, and the cost being equitably divided, each of those who have made the whole voyage, pays £e as his share of the expense—how many were there?
5. Show that parallelograms upon equal bases, and between the same parallels, are equal.
6. Two towers, one of which is 40 feet higher than the other, are 50 feet asunder; and it is observed, that when the extremities of their shadows coincide, the shadow of the less is 100 feet long—what are the heights of the towers?
7. What is the weight of the air in a room 25 ft. 6 in. long, 14 ft. 10 in. wide, and 9 ft. 7 in. high. The sp. g. of the air being ·001228.
8. Define the sine of an angle—show that $\tan A. = \frac{Sin.\ A.}{Cos.\ A.}$, and prove that the sides of a triangle are to one another as the sines of their opposite angles.
9. At a distance of 58 miles the summit of Mount Etna was observed to have an angular elevation of 1° 17′—what is the height of the mountain?
10. A horizontal road 40 feet wide, and having slopes of 3 to 1, is to be cut through an eminence, the heights of different points on whose surface, above the level of the road, taken at equal distances of 20 feet, are as follows—0, 7, 13, 17, 25, 36, 20, 6, 0—how many cubic feet of earth will be taken from the excavation?
11. What number of workmen must be employed to complete the excavation in the last example in 20 days, and to convey the material 180 feet; 2 pickmen being required to each 3 shovellers, and each shoveller throwing out 450 c. f. of earth daily.

Arithmetic.

1. Construct an Addition, a Short Multiplication, and a Long Division sum, so that the answer to each may readily be verified by inspection, and work each under the form you think most likely to render the different steps of the operation intelligible to a class in your school.

2. In what terms would you explain the nature of fractional quantities, and how would you prove that the value of a fraction is not altered when its numerator and denominator are multiplied by the same number, and that to divide one fraction by another, the divisor must be inverted, and the two then multiplied together.

*3.† Find the value of 12 qrs. 3 bush. 3 pks. of wheat, at £2 2*s.* 8*d.* per quarter, by the Rule of Practice.

*4. If the sixpenny loaf weighs 3 lbs. when wheat is 36*s.* per load, what is wheat a load when it weighs 2lbs. 8oz. 8dwts.?

*5. If beer, which is brewed with 3 bushels of malt to the barrel, cost 1*s.* 3*d.* per gallon when malt is 62*s.* 8*d.* per quarter, how much will that cost per gallon which is brewed with 5 bushels of malt to the barrel when malt costs 50*s.* per quarter.

Appendix (O).

Syllabus.—*Lectures in Geography, by Mr. Hughes.*

The geographical instruction at Battersea during the last few months has consisted, with the first class, of the subjects arranged under the following heads:—

1. The principles of geography in relation to mathematics, embracing the figure and dimensions of the earth, its motions, &c.; the theory of latitude and longitude; the nature of maps, with the theory of the various projections used for planispheres; the theory and use of Mercator's projection.
2. The principles of physical geography, embracing the features of the land—highlands, mountains, deserts, &c.; the division and properties of the ocean, with the nature of currents and tides; the distribution of lakes, rivers, &c.; the properties of the atmosphere relative to geography; the trade winds, monsoons, &c.; climate, and the causes productive of its varieties. Isothermal lines:—the changes produced on the earth's surface by the agency of water; the nature of deltas, &c.; distribution of volcanoes, and their effects; earthquakes, &c.
3. The geography of Palestine, with reference particularly to its physical features, principal natural productions, and the Scriptural sites it contains, with their past and present condition, &c.

The second class have been engaged with the following subjects:—

1. The figure and dimensions of the earth; definition and use of parallels, meridians, and other lines, drawn on it; meaning of latitude and longitude; the zones; general features of the earth's surface, with definitions (as continents, islands, peninsulas, &c.); distribution of highlands, mountains, lowlands, deserts, &c.; divisions of the ocean; the principal inland seas, gulfs, lakes, rivers, &c., belonging to each continent.

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* The solutions of the examples marked with an asterisk are to be written out under such forms as would make them intelligible to a class in your school.

† The examples marked with an asterisk are to be so worked as to render apparent the reason of each step in the operation.

2. The geography of Great Britain and Ireland: this has at present not advanced farther than the physical description of Great Britain, embracing its surface, the mountains and hills in Scotland, England, and Wales, with their relative elevations; the lakes, rivers; and distribution of useful metals and minerals (coal, iron, &c.).

The time allotted for geographical instruction is only two hours per week for the *second*, and three or the *first* class.

Appendix (P).

Report on the Musical Attainments of the Students, by W. Sterndale Bennett, Esq., Professor in the Royal Academy of Music.

15, Russell Place, Fitzroy Square,
Nov. 10, 1845.

My dear Sir,

In compliance with your request, I visited the "Training School" at Battersea, on the 29th of Oct. last, for the purpose of examining the singing classes as taught under the system of Wilhelm.

Before giving you my opinion as to the progress evinced by the pupils in this branch of their studies, I beg to extract a few words from Mr. May's statement, which you forwarded to me; and as it discloses all the disadvantages experienced by him as instructor, must equally prove the difficulty an examiner has in his endeavour to come at a correct conclusion upon the matter.

Mr. May says—"It will be difficult to specify with exactness the amount of proficiency attained by the pupils, as, from the circumstance of admission occurring at no stated period, the organization of classes, which shall consist of members who have received an equal amount of instruction, becomes impracticable."

Taking the substance of the foregoing extract into consideration, I must express myself well satisfied with the result of my examination.

I took the opportunity to test the capabilities of each class, and satisfied myself that progress had been made according to the advantages received.

It would be of great service to the students of this institution if they could have the advantage of joining in *four-part music;* and could any arrangement be effected by which soprano and alto voices might be introduced into their classes, they would then learn the exact position of men's voices in a score, and thus acquire a broader and clearer view of music in general. I am aware of the limited stay of these young men at Battersea; and this makes me the more anxious that an outline of the whole system of Mr. Hullah should, if possible, be contrived for them, in order that, when leaving the institution, they may be enabled to impart it to those coming under their care in their future walks in life.

I remain, &c.,

William Sterndale Bennett.

The Rev. H. Moseley, Inspector of Schools.

Appendix (Q).

Report of the Writing Master, Training Institution, Battersea.

Rev. Sir, December 9, 1845.

I am much pleased at being called upon to make a report to you of what has been done in the writing classes of this institution during the past year.

The students, according to their proficiency, have been divided into three classes: the first attending one lesson in four (once a-fortnight); the second one in two; and the third every lesson. By this arrangement I am enabled to pay more attention to each student individually: my hours of attendance are from a quarter-past seven till nine on the evenings of Monday and Thursday.

The first two classes have been receiving instruction in letter-writing, an acquisition so essential to the man of business: the style I have adopted is that pursued in the first mercantile houses in the city. This course has, I think, been attended with great advantage to the students; and if carried out in the schools to which they may be appointed, will, I consider, add a new and pleasing feature to the routine of studies. Another important benefit that may arise from their attention being directed to this subject is, that in the intercourse and correspondence which they are likely to have with inspectors of schools, clergymen, and others interested in education, the masters will be enabled to make their communications, whether in the shape of letters or reports, with greater neatness, conciseness, and accuracy.

I must not omit to mention, that in giving lessons (once a-fortnight) on Mulhaüser's method of teaching writing to children, considering that the slope adopted by that ingenious teacher little suits the English style of writing, however well adapted it may be to the German, I have caused books to be ruled after the pattern enclosed, the increased inclination of the lines being more likely to insure rapidity and elegance, when the children are sufficiently advanced to learn what is commonly called "running hand."

As a disciplinarian of twenty years' standing, I may perhaps be excused for observing upon the ready and cheerful obedience which I have at all times met with from the students; whilst their orderly and respectful demeanour has ever been such as to demand from me the highest eulogiums: to this cause, in fact, I attribute in a very great measure that success attending my labours of which the Rev. Professor Moseley, during his late inspection, was pleased to express so favourable an opinion. Exercises in the first principles of writing, it will be readily acknowledged, present but little that is interesting to grown-up persons. I have been delighted, however, to observe the patience and assiduity which the students have manifested in their endeavours to improve themselves, and at the same time to acquire, by this somewhat irksome path, the method of imparting to children a knowledge of that very necessary art which I have been engaged in teaching them.

Allow me to subscribe myself, Rev. Sir,
Your very obedient servant,
Cornelius Felix Zurhorst.

Rev. T. Jackson, M.A.,
&c. &c.

APPENDIX (R).

Report of the Drawing Master.

REV. SIR, South Sea House, Nov. 14, 1845.

WITH reference to your request, I proceed to furnish you with a brief statement of what has been done by the pupils in the drawing classes since I had the honour of being appointed teacher at your Institution. I may, however, first be permitted to remind you that the practical exercises being presented to the classes according to a synthetical progression, the entry of new pupils at all stages of progress greatly impedes our advancement; also the limited time devoted to drawing, not amounting, I conceive, to more than a *clear* three-quarters of an hour for each class, together with the regular and occasional holidays and half holidays, prevent the possibility of our producing so many drawings as could be desired. And here I may mention that, in all the drawing classes formed by Mr. Butler Williams, no persons were permitted to enter after the first two or three lessons. The class having been once formed, proceeded regularly to the close of the course without interruption, which, of course, greatly facilitated their progress; and unless the same facilities are afforded at your Institution, you will not, I feel assured, look for similar results.

Under existing circumstances, taking the total number of pupils at 60, giving about 30 to each class, I could not, under the most favourable supposition, give more than one minute and a half to each pupil. But when it is remembered how very unequally they are classed together, it will, I apprehend, be admitted that the teacher is under the necessity of devoting more time to *some*, and it therefore not unfrequently happens that he is scarcely able to go once round the class.

With these preliminary observations, I beg to hand you a list of the wire models which have been drawn from above, below, and on a level with the eye, together with a list of the solid models which have been drawn on tinted paper.

Wire models :—

The straight line.
Right angle.
Two straight lines bisecting each other at right angles.
Right angled triangle.
Equilateral triangle.
Square.
Pentagon.
Hexagon.
Octagon.
Circle.
Ellipse.

List of solid models drawn on tinted paper :—

Cube.
Quadrangular pyramid.
Cube and pyramid combined.
Hexago al prism.
Square frame (the bars flat).

Two square bars meeting at right angles.

Square frame (the bars square).

The pupils of the first class are commencing the last-named solid model.

The pupils of the second class are drawing the wire model of the octagon in a vertical position, above, below, and on a level with the eye.

I am, &c.,

The Rev. Thomas Jackson, J. TICKELL VINER.
&c. &c.

APPENDIX (S).

Gymnastics.

This course includes the instruction of the students in those physical exercises to which the term gymnastics is usually applied, and the drill. Mr. Cousins, the master, states the object of the drill to be, first, to give an erect and proper carriage to the pupil, and to enable the master to direct his school without trouble or confusion; to alter the direction of the march of the children when proceeding out either for exercise or otherwise, and to maintain order and regularity in all their movements.

GYMNASTICS, ELEMENTARY.—The students practise eight motions for the purpose of suppling and expanding the muscles of the superior extremities.

The same, combined with the lunging motions, for the lower extremities; and as the former eight admit of 18 varieties, there are about 26 motions; probably quite sufficient for the purpose, but decidedly as many as the pupils will be able to recollect and carry into practice.

These two sets of motions for the upper and lower extremities are taught and practised separately for the convenience of exercising the children in the school-room during wet weather, when the noise from the movement of the feet might not be desirable.

After due attention to elementary exercises, "we proceed," says Mr. Cousins, "to gymnastics proper:"—

"1. Climbing ropes and poles.

"2. Horizontal bars; they are practised in 16 different motions on these as they progress in strength.

"3. Parallel bars; 10 different motions on these.

"The muscular development from the above exercises appear to me to have been satisfactory, so far as time admits of their being carried out, and bearing in mind the (rather advanced) age of the students of this establishment for beginning such exercises. Their ages will, I think, be found between 17 and 40, and it will be seen that the greatest caution is necessary in exercising them. From the strain upon the muscles of the chest and abdomen, serious consequences might arise from aiming at too much with pupils of that age."

Mr. Cousins proceeds to state, that due precautions having been taken, the health of the students has been found to improve not less than their personal carriage. He recommends the erection of a "flying course," rendered more necessary by the recent increase in the number of students, and encloses an estimate.

Appendix (T).

Number by which each student is designated in Table A.	Time in the Institution in Months.	Scripture.	Bible Lesson.	Church History.	Grammar, History, &c.	Method.	Arithmetic.	Algebra, Mensuration, &c.	Mechanics, &c.	Natural Philosophy, &c.	Geography.	Reading.	Spelling.	Writing.	General character of Mental Culture and Literary Attainments.	Skill as a Teacher.
12	48	b	b	b	a	b	c	a	a	a	a	a	a	a	a	a
18	36	b	b	a	a	a	c	a	a	a	a	a	a	a	a	a
10	15	a	b	a	a	a	c	a	a	a	a	a	a	a	a	a
11	19	a	b	a	a	a	c	a	a	a	a	a	a	a	a	a
9	14	Unwell during the examination.														
16	12	b	b	b	c	b	a	a	a	b	b	b	c	a	b	a
13	13	c	a	b	a	c	a	a	a	b	c	c	c	a	b	a
43	12	a	b	a	a	b	a	a	a	b	b	b	c	a	b	a
14	12	a	b	a	a	b	a	a	a	b	b	b	c	a	b	a
44	12	a	c	a	a	c	a	a	a	b	b	b	c	a	b	a
36	11	a	a	a	a	c	a	a	a	b	b	b	c	a	b	a
45	11	b	b	b	a	c	a	a	a	c	b	b	c	a	b	a
30	8	b	c	b	a	c	a	a	a	c	b	b	c	a	b	a
55	10	a	b	b	a	c	a	a	a	c	b	a	c	a	b	a
61	9	b	c	b	a	c	a	a	a	c	b	a	c	a	b	a
19	10	c	b	a	a	c	a	a	a	c	b	a	c	a	b	a
47	9	c	b	a	a	c	a	a	a	c	b	a	c	a	b	a
35	9	a	a	a	a	c	a	a	a	c	b	a	c	a	b	a
53	9	c	a	a	a	c	a	a	a	c	b	a	c	a	b	a
57	9	c	b	b	a	c	a	a	a	c	b	a	c	a	b	a
22	10	c	a	a	a	c	a	a	a	c	b	a	c	a	b	a
58	9	b	a	a	a	c	a	a	a	c	b	a	c	a	b	a
59	9	a	b	a	a	c	a	a	a	c	b	a	c	a	b	a
39	7	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
38	7	c	c	a	a	c	a	a	a	c	b	a	c	a	b	a
37	8	c	b	b	a	c	a	a	a	c	b	a	c	a	b	a
41	8	a	b	b	a	c	a	a	a	c	b	a	c	a	b	a
26	5	c	c	b	a	c	a	a	a	c	b	a	c	a	b	a
21	7	c	b	b	a	c	a	a	a	c	b	a	c	a	b	a
24	6	c	c	a	a	c	a	a	a	c	b	a	c	a	b	a
21	5	b	c	a	a	c	a	a	a	c	b	a	c	a	b	a
34	5	b	c	a	a	c	a	a	a	c	b	a	c	a	b	a
42	3	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
33	7	c	c	a	a	c	a	a	a	c	b	a	c	a	b	a
20	7	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
22	6	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
23	6	a	b	a	a	c	a	a	a	c	b	a	c	a	b	a
17	6	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
25	5	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
7	4	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
5	5	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
6	4	a	b	a	a	c	a	a	a	c	b	a	c	a	b	a
1	5	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
15	3	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
27	3	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
8	3	b	b	a	a	c	a	a	a	c	b	a	c	a	b	a
28	2	c	c	a	a	c	a	a	a	c	b	a	c	a	b	a
27	.	c	b	a	a	c	a	a	a	c	b	a	c	a	b	a
29	2	c	b	a	a	c	a	a	a	c	b	a	c	a	b	a
3	3	b	c	a	a	c	a	a	a	c	b	a	c	a	b	a
2	2	b	c	a	a	c	a	a	a	c	b	a	c	a	b	a
4	2	b	c	a	a	c	a	a	a	c	b	a	c	a	b	a
48	1½	c	c	a	a	c	a	a	a	c	b	a	c	a	b	a
52	1½	b	c	a	a	c	a	a	a	c	b	a	c	a	b	a
50	1½	a	c	a	a	c	a	a	a	c	b	a	c	a	b	a
51	1½	c	c	a	a	c	a	a	a	c	b	a	c	a	b	a
49	1½	c	c	a	a	c	a	a	a	c	b	a	c	a	b	a
60	1	b	c	a	a	c	a	a	a	c	b	a	c	a	b	a
32	1	c	c	a	a	c	a	a	a	c	b	a	c	a	b	a

APPENDIX (X).—SCHEME of LESSONS

Class.	Religious Instruction.	Books used in Reading.	Arithmetic.	Geography.
6th	The religious instruction in the lower classes is imparted by means of Bible lessons. They embrace the biographies of the Old Testament, and the principal events in the life of Our Blessed Saviour.	Educational Series, No. 1, S.P.C.K. M'Culloch's 2nd Book. Leitch's Monitorial Class Book. Life of Our Blessed Saviour, S.P.C.K.	Addition as far as thousands; taught also symbolically. Multiplication, when the multiplier contains *only one figure.* Very simple questions in multiplication of money.	None.
5th	The Catechism is taught to the end of the Commandments.	Parables, S.P.C.K. Instructor, Part I., do. 2nd Book, Irish School. Ditto, Educational Series.	Addition as far as hundreds of thousands. Multiplication, when the multiplier contains *two figures.* Subtraction. Division when the diviser does not exceed 12.	A few notions on their own locality, county, and country. Outline of Palestine.
4th	Ditto	Parables, S.P.C.K. Abridgment of Bible, ditto. M'Culloch's 3rd Book.	Addition to millions. Multiplication, when the multiplier contains *three figures.* Subtraction and division—a little more extended than in third class. Questions in the compound rules are given simultaneously with the simple rules.	Outlines of England and Palestine.
3rd	Principal events in the Old and New Testament. Catechism. Faith and Duty.	Mrs. Trimmer's Abridgment of the Old and New Testament. Instructor, Parts 13, 14, &c. Third Book, S.P.C.K.	All the simple rules. Compound rules; Addition; Subtraction; Multiplication, when the multiplier contains three figures; and division, when the divisor contains no fractions. Fractions, first notions of.	England, Palestine. Outlines of Europe.
2nd	Biblical history . . Catechism. Liturgy and articles of religion. Faith and Duty. Prophecies.	Bible; one chapter in the Old Testament and one in the New, alternately. History of England—Educational Series, S.P.C.K. Leitch's Juvenile Reader.	Simple and compound rules. Reduction. Fractions; Reduction to a common denominator, Addition, Subtraction, and Multiplication. Rule of Three, simple questions.	England, Palestine, Asia Minor. Outlines of Europe, Asia, Africa, and France, Belgium, Scotland.
1st	The same as the second class, only further developed.	Bible; used as in second class. History of England. Instructor, vol. v. M'Culloch's Series of Lessons.	Same as second class. Fractions, Decimals; Rule of Three, Interest, Practice, &c. Problems in mechanics. Mental arithmetic in all the classes. Text Books: Colenso's and Thomson's Arithmetic. Irish School ditto. Tate's First Principles of Arithmetic. M'Leod's Arithmetical Questions for Mental Arithmetic.	General view of the mountains, plains, rivers, lakes, productions, &c., of the globe. England, Scotland, and Ireland. Outlines of the divisions of the Globe. British Possessions.

or the BATTERSEA NATIONAL SCHOOLS,

Etymology.	Grammar.	Dictation and Composition.	
. . .	. . .	. . .	*Drawing.* The sixth, fifth, and fourth classes have drawing three times a-week; the third class twice a-week; and the first class once a-week. Map-drawing is practised in the first and second classes.
. . .	. . .	Dictation of words.	
. . .	. . .	Dictation of words and simple sentences.	— *Writing.* There are 128 children in the school; of these, 94 write daily upon paper; the remaining 34 write upon slates. Mulhauser's copy-books are those on which the pupils write.
A few of the most common roots.	Definitions of the principal parts of speech. Inflections of nouns. Comparison of adjectives.	Words and sentences. Short account of lessons. Write from memory, on their slates, the Catechism.	
Taught principally by means of the black-board; also from the reading lesson. Use as a text book Wilson's Etymology.	Grammatical definitions. Parsing simple sentences. Correction of sentences Text Book, Wilson's Grammar.	Dictation of words sounded alike, but spelled differently; sentences in which the same words occur as those they have had already. Writing abstracts of lessons on Scripture, geography, &c.	— *Music.* The first, second, third, and fourth classes have music lessons twice a-week, on Hullah's method.
Taught chiefly from Rose's Manual of Etymology. Roots are occasionally written on the black-board, and the children write the words derived from them, with their meanings, on their slates. *Words* are also given, the etymologies of which they are required to write upon their slates.	Parsing from the Reading Book. Use occasionally Hunter's Exercises in Parsing. Correction of sentences, with the reasons for their correction. Text Book, Reid's Outlines of Grammar.	Writing abstracts of lessons. Words are given to be formed into sentences. Dictation of words from the Prayer-book, the meanings of which they are required to give on their slates. A piece of poetry is sometimes read, the substance of which is rendered in prose.	

Appendix (Y).

Ages of the Children present in the Battersea Village School., Feb. 18, 1846.

The different classes	7th	6th	5th	4th	3rd	2nd	1st	7 Classes.
The number present in each class	10	19	14	12	19	20	20	114 Total.
Number in each class between the Ages of 6 and 7	3	..	..	..	..	..	..	3
,, 7 ,, 8	2	4	4	..	1	1	..	12
,, 8 ,, 9	2	4	4	3	1	2	..	16
,, 9 ,, 10	3	9	4	5	9	5	..	35
,, 10 ,, 11	..	2	..	4	4	3	1	14
,, 11 ,, 12	..	..	2	..	3	3	6	14
,, 12 ,, 13	..	..	..	..	1	4	4	9
,, 13 ,, 14	..	..	..	..	..	2	7	9
,, 14 ,, 15	..	..	..	..	..	..	2	2
Total	..	..	..	..	..	..	..	114

Appendix (Z).

Questions in Mechanics, Mensuration, &c., solved by the Boys of the Battersea Village School.

1. A winding engine is observed to raise a weight of 13 cwt. from a depth of 120 fathoms in 3 minutes. Required the working horse-power of the engine?
2. How many cwt. of coals would a winding engine of 9-horse power raise up a shaft of 120 fathoms in 4 minutes?
3. A locomotive engine travels at the rate of 30 miles an hour, drawing a train whose gross weight is 70 tons. What is the horse-power of the engine, the resistance on the level being 8 lbs. per ton?
4. What must be the working horse-power of the pumping engine of a water-works to supply 170 gallons of water per day, to each family of a town containing 2000 houses, all the water being raised to a level of 82 feet above the level of the stream which supplies it?
5. What would be the cost of transporting an embankment, 36 feet long, 24 feet broad, and 18 feet deep, supposing it to be of a rectangular shape, when the excavation of the material required 3 pickmen to every shoveller; the distance to which it is to be removed being 360 feet, and the wages of each man 3*s.* per day?
6. The diameter of the piston of a steam-engine is 80 inches, the length of the stroke 10 feet, the number of strokes made per minute is 9. What is the horse-power of the engine? and how many cubic feet of water will it raise per minute from a depth of 100 fathoms?
7. What must be the horse-power of an engine to work a sledge-

hammer weighing 1 ton, and having a lift of 2 feet, at the rate of 15 lifts per minute?

8. The breadth of a stream is 6 feet, depth 4 feet, the mean velocity of the water is 12 feet per minute, the height of the fall is equal to 20 feet. Required the horse-power of the water-wheel, which does $\frac{6}{10}$ths of the work of the water?

9. Required the area of a square table, whose side measures 8 feet 6 inches?

10. The base of a triangle is 72·8 yards, and the perpendicular height 35·7 yards. What is its area?

11. A door measures 6 feet 3 inches by 4 feet 6 inches. Required its cost at 2*s.* 6*d.* per square foot?

12. What is the area of the triangle A B C, the side A B measuring 35, A C 25, and B C 20 chains?

13. Required the solidity of a cubical piece of marble, whose side measures 3 feet 6 inches?

Report on Schools in the Northern District, by the Rev. Frederick Watkins.

My Lords,

In presenting to you a second Report on schools situate in the Northern District of England, it seems desireable in the first place to make a few general remarks on the state and prospects of education in that important part of our island. The most striking feature in that great and populous district is the insufficiency of pecuniary means—not only to supply the educational wants of the people, day by day more deeply felt, and day by day more urgently expressed,—but also to support those schools which have already been erected, and which, it grieves me to say, are in many instances existing rather than flourishing,—tending to decay rather than full of energy and life.

This deficiency of pecuniary means is visible almost everywhere in agricultural and manufacturing places—in populous and thinly-inhabited districts—in villages and towns—in schools where, as is not unfrequently the case, the whole burden falls upon the poor and heavily-burdened clergymen,—and in schools, where a zealous and active committee of laymen share with him the duties and responsibilities of educating the children of the poor. I shall lay before your Lordships, in the body of this Report, a table of the incomes and expenditure of 150 schools in the north of England, which will fully bear out my statement, that the most striking, and at the same time the most common feature in the educational circumstances of the Northern District, is a deficiency of pecuniary means for the support of our schools. And from this, as from a copious and unfailing source, arise other great and grievous deficiencies in the education of the poor—a deficiency of able and rightly-trained Teachers—of useful books, especially books of secular reading—of necessary apparatus, although your Lordships' liberal grants for this purpose have done something to lessen this deficiency—of separate rooms, where a class may be instructed and examined apart from the noise and business of the school—of suitable exercise grounds with their gymnastic apparatus, where not only the bodily health of the children may be cared for, but their moral training successfully forwarded—of school libraries, which are powerful means of directing the minds of the young, and determining their bias—of annual meetings of scholars, by which the managers and teachers of schools may keep up a healthy intercourse, and exercise a wholesome influence over young people after they are removed from their immediate care,—and, I must add, the deficiency, not arising directly from the former, but connected

with it, and removeable if it were removed—of time at school, from the poor child's first entrance into it, to his final departure from it.

It is hardly possible to exaggerate the importance of these deficiencies. It is useless to expect any sound and decided improvement in the education of the poor, until they be remedied. The present state of the Northern District is good evidence of this truth. It is not without signs of improvement, but they are few. It is almost doubtful whether they are not counterbalanced by signs of failure and decay.

I obtain the following results from 90 schools visited in 1844, and again in 1845 :—

Number on the Books.		Average Attendance.		Present at Inspection.	
1844	1845	1844	1845	1844	1845
13899	15067	10617	10948	9660	10365
Increase. 1168		Increase. 331		Increase. 705	

Of 90 schools—

34 have increased in numbers.
32 have decreased.
24 remain stationary.

90

Of 34 which have increased, 21 have improved also in discipline and progress.
32 which have decreased, 6 only have improved.
24 stationary, 13 have improved.

90 40

So that it appears, that of 90 schools inspected for the second time, only 40, that is, not one-half, have improved in discipline and progress!

It should be remembered that the year 1845 was one of great commercial prosperity, and consequently of constant employment for the labour of the poorer classes. In such a year we should therefore expect to find this result in our schools: that the attendance of children at them would be less in number, but more regular, and with more evident effects in their improvement. Such, however, does not appear to be the case from the testimony given above.

Before I state to your Lordships the results of my inspection in the Northern District during the past year, it will be necessary

to inform you, that, owing to the size of the district, and the number of places (419) on the list, with which I was furnished by your Lordships' secretary, I have been unable to visit them all. For nearly ten months I was constantly and actively employed in inspection, and yet hardly completed more than two-thirds of my appointed work. The greater part of the populous and important county of Lancaster, with the exception of its Northern and South Eastern extremities, was not inspected during the past year.

It may perhaps be well to mention in this place that, owing to the continual and steady increase of new schools on your Lordships' lists, as well as to the frequent applications for inspection from the managers of those schools which have not received any pecuniary help from Her Majesty's Government, the number to be inspected in the Northern District is far greater than is consistent with a constant and efficient inspection. These schools, reckoned singly, amount already to above 656, not taking into consideration the number which will be added to the inspector's list for the year 1846. According to the scheme of inspection laid down in your Lordships' minutes, this number of schools would require 93 weeks of constant labour. But to this period of time must also be added 16 weeks for necessary relaxation and preparation of annual Reports, so that more than two years is now required for the inspection of the Northern District. To this term must also be added the time requisite for the inspection of those schools which have now to be placed on the list. This number I have not yet ascertained; but it may, I think, be fairly concluded, that for the annual inspection of all these schools, more than two inspectors, or, if I may so express it, two inspectors and a quarter, are absolutely necessary. I may further add that, in the best and most important schools, half-yearly inspection is generally desired according to the plan proposed by your Lordships' secretary, and entered upon your minutes during the past year.

My occupation was as follows :—

Places visited	313	containing	472 schools.
Not at work at	26	containing	31 schools.
Inspected	287	containing	441 schools.

Of 26 places, where the schools were not at work—

4 were Sunday-schools only.
1 mistake of name.
5 not yet ready for children.
6 closed for accidental holidays.
3 „ from illness or death of master.
1 from want of funds.
6 for regular vacation.

26

At 287 places, containing 441 schools, there were—

Number on Books,	Average Attendance,	Present,
43,533.	33,188.	28,553.

giving an average to each school—

Number on Books,	Average Attendance,	Present,
99 nearly.	75 above.	65 nearly

Of 441 schools, were—

136 of boys only.
144 girls only.
108 of boys and girls together.
47 of infants.
6 of girls and infants together.

441

In comparing the number of children on the books with their average attendance at school, it appears that the number in attendance is far less than it ought to be throughout the Northern District.

This number does not amount to more than than $\frac{3}{4}$ths of the whole number on the books, whereas it should be at the least $\frac{1}{2}$ths. I observe that in the central school in the Sanctuary, Westminster, the attendance of children is almost invariably $\frac{10}{11}$ths of the whole number on the books, whilst in the large schools, in the Northern District, the result is as follows:—

Hull, St. Stephen's, is	$\frac{8}{15}$ths.
Leeds, St. Saviour's, about	$\frac{3}{4}$ths.
Sunderland	$\frac{7}{10}$ths.
Newcastle, St. Andrew's	$\frac{4}{5}$ths.
Manchester, St Michael's	$\frac{3}{4}$ths.
Leeds, St. James's	$\frac{1}{11}$ths.
Sheffield, St Mary's, nearly	$\frac{4}{5}$ths.
Bradford, Stot. Hill, not	$\frac{2}{3}$rds.
Sheffield, St Paul's, about	$\frac{3}{5}$ths.
Manchester, St. Anne's, nearly	$\frac{4}{5}$ths.
Salford, St. Bartholomew's	$\frac{2}{3}$rds.
,, St. Matthias's	$\frac{4}{5}$ths.
Carlisle, Christ Church	$\frac{4}{5}$ths.
,, Trinity, about	$\frac{2}{3}$rds.

It may not be uninteresting to remark, after this comparison of our English schools, that in the Report made by Mr. Mann, of the schools in Massachusetts, the attendance of the children there during the summer months is only half of the whole number on the books!

It is difficult to account for the considerable difference between the number given above in actual attendance at 441 schools (33,188)

and the number actually present at inspection (25,553), making allowance for returns (at 11 schools) made under the former head, and not under the latter, it would seem that there is a difference of about one-eighth between these quantities.

In some cases, generally of inferior and badly managed schools, the teachers have stated to me, that "the children were afraid to come," or that "their parents had kept them away."

I am not inclined to think, from the generally cheerful behaviour of the children when under inspection, that this is often the true state of the case. I believe that the difference remarked above arises chiefly from inaccurate returns, from calculations hastily made, and averages loosely taken; and I would venture to urge on those who make these and other returns, in answer to our printed questions, the expediency of making them with such care and fulness as the magnitude of the subject and its daily increasing importance to the best interests of our country require at their hands.

Your Lordships are aware that the schools which were inspected during the year 1845 by Her Majesty's Inspectors, were of 3 classes. 1st, Such as had received grants from the Lords of Her Majesty's Treasury previous to the existence of your Lordships' Committee. 2dly, Such as had obtained grants from your Committee subsequent to the year 1839; and 3rdly, Such as not having had any grants of public money, desired periodical inspection. As the objects of inspection in the 1st and 2nd classes were not directly the same, I have thought it better to return separate Reports of them in these particulars. I should state here that 40 schools of the 1st class, having either received further grants from your Lordships' Committee, or, at the request of their managers, appear also in the 2nd class, as schools liable to examination of Her Majesty's Inspectors. I will speak now of the first-mentioned class.

Schools aided by Grants from the Lords of Her Majesty's Treasury.

The schools on this list being those which received grants from the Lords of H. M. Treasury—previously to the creation of the Committee of Council on Education in the year 1839—were visited in consequence of a letter from your Lordships' secretary, dated December 16th, 1844, and addressed to Her Majesty's Inspectors of Schools. In it they were instructed to visit these schools for the following purposes:—To ascertain whether the buildings had been originally erected in a satisfactory and workmanlike manner—whether they were then in good repair—whether there were proper conveniences for the children in suitable situations—whether the site was enclosed with a durable fence—whether the drainage was sufficient—the warming apparatus and ventilation satisfactory

—whether the property was legally secured for educational purposes and conveyed to trustees—either individuals or a corporate body—and further to audit the building accounts, and inspect the vouchers of the expenditure.

As some of these schools received their grants 12 years ago, it was perhaps hardly to be expected that all the required information concerning them could be obtained from their present managers. In several instances, owing to the death or change of incumbents, the removal of trustees, or, in one or two cases, to the failure of contractors employed in erecting the schools, it was impossible to procure accurate accounts of the expenses of the building. In general, however, the accounts have been carefully kept, and the vouchers of expenditure preserved with them. I have below given a tabular statement of the present condition of these schools. I will here state briefly those results which appear worthy of observation.

The number of schools on this list visited in the Northern District during the year 1845 was 114, or to speak more correctly, 186 schools at 114 places, viz:—

Boys and girls mixed . . .	53
Boys only	45
Girls only	47
Infants only.	14
Girls and Infants	5
Sundays only	4
	168

But as the direct object of my visit was to places rather than to persons, it may be more convenient to speak of them as 114 in number.

Of this number 110 may be said to have been erected in a satisfactory and workman-like manner. Often tasteless in point of architecture, not unfrequently faulty and inconvenient in arrangements, they may, with 3 or 4 exceptions, be called *substantial* buildings. In several cases little attention seems to have been paid to the situations in which they are erected. At Meltham the school-room is the basement story of the church. This is also the case at St. Luke's, Leeds, and Bedford-Leigh. At Carlton in Coverham, and Far-Sawrey the school is a part of the chapel. At Burton-Agnes and Corbridge, it is situate in the churchyard. At Martindale, it is placed on the open fell. At Yeddingham, Frizington, Fingland, and some other places, it is unenclosed on the waste. In some of the large towns, perhaps from necessity, it is to be found in a narrow alley, or ill-ventilated yard. This is the case at the Castle Garth School, Newcastle, at Sunderland and St. Mary's Hull. The girls' school at Sculcoates is situate in a

narrow street, and has an oil-mill just opposite to it, the crushing apparatus of which actually shakes the room, and renders it almost untenable as a place of instruction. This is however an evil which has arisen since the erection of the school.

Of 114 schools, 84 are built of stone; of these 82 are slated and 2 tiled; 30 others are of brick, 23 being slated and 7 tiled.

Under this head there appear to be—

In good repair	80
Tolerable	23
Bad	11
	114

Those which are here called "tolerable," are places where there is some slight and easily remediable disrepair, such as a tile or slate off the roof, a hole in the floor, &c.

The "bad" are such as have either some original fault in their construction, or have been so much neglected as to require immediate and more expensive repair. They are—

In *Yorkshire*,	Hedon.
	Keyingham.
	Milne Bridge.
	Wilsden
	Kirby Misperton.
	Thorp Hesley.
	Sculcoates.
	Hutton Rudby.
In *Durham*,	Seaham Harbour.
	Eggescliffe.
In *Cumberland*,	Melkridge.

Proper Conveniences.

Of these, at 114 places, there are,—

Sufficient	63
Deficient	19
Very bad	25
None at all.	7
	114

It is necessary to state that on this point little attention appears formerly to have been paid by the managers of schools. No one who is unacquainted with the manufacturing districts of Yorkshire and Lancashire, or the coal-fields of Durham and Northumberland can easily conceive the filthy, indecent condition of their school out-buildings. It seems from the return given above that 51 out of 114 schools are insufficiently provided in this respect. The greater part of these have only one yard for the children of both sexes—

in some instances, though not frequently amongst the boys—of the age of 14 and 15 years! It is impossible to speak too strongly of the great indecency and the probable mischief of such an arrangement. From observation in many schools, I am firmly convinced that no mischief arises from the intermixture of boys and girls in the same school during school hours. I am rather inclined to think that such intercourse is beneficial to them both. But in the play-ground, where all restraint is thrown off, the case is different.

The enclosure of the school property with a durable fence has also often been neglected. It seems that of 114 places there are—

Enclosed on all sides . .	65
Partly enclosed	17
Not at all	32
	114

Some of these are situated in streets, attached to other houses, where there is neither space nor necessity for enclosure. But if there be no enclosure, and therefore no private play-ground for the children—besides the injury often done to the school-property in broken windows, spouts cut, doors disfigured, &c.—one great part of the child's education, viz., observation and direction of his conduct when unrestrained amongst his playfellows, must be given up. It is interesting to mark the improvement of tone where the master is a teacher in the play-ground as well as in the school, where the child is learning a lesson not the less important because it is called play, and the powers of its body, as well as the faculties of its mind, are pleasurably and healthily exercised.

Drainage.

Under this head it appears that the numbers stand thus: there are,—

Sufficiently drained. . .	83
Imperfectly	22
Badly	9
	114

It may be observed that, if schools appear better circumstanced as to their drainage than in other respects, this is more owing to accident than design. Very little care seems to have been taken in the erection of a building, whether it should be dry or damp. In several instances no provision at all has been made. At Yeddingham the school, a small unventilated brick building, stands on the waste, without any enclosure or out-building of any kind. A brook runs at the back, which at times overflows its banks and fills the

little room with more rapidity than do its usual tenants. At Barnby in the Marsh, Failsworth, and Church-Fenton, there is much want of better drainage. And in general, where the school is situate on the side of a hill, no provision has been made to carry off the surface water, which lodges against the upper wall.

Warming Apparatus.

Of 114 schools the returns are as follows:—

Warmed by fire places	72
By stoves	27
By hot-air pipes	2
By hot water	4
By fire-place and stove	9
	114

In the great majority of cases the rooms may be said to be sufficiently warmed, but not economically. It is notorious that three-fourths of the heat, from a common fire-place, passes into the chimney and not into the room. About two-thirds of our schools are warmed by fire-places. I speak here of all the schools which come under my observation, and not those only which received grants from the Lords of Her Majesty's Treasury. It is perhaps too much to say, as I have done above—that they are sufficiently warmed. It would be more true to say that some parts of them—those near to the fire-places—are so warmed; the others are frequently too cold, with draughts of chilly air from the doors and windows. Even in the comparatively mild weather of last autumn and the early part of winter, I remember children unable to write on their slates, from the numbness of their hands, whilst in school. I have at times seen the little ones crying, from the same cause, though they are generally, in such rooms, placed close to the fire and crowding round it, with the chance of burning their clothes, and the certainty of attending little to the instruction which they come there to receive. At the same time, it must be confessed that other methods of warming our school-rooms are equally unsatisfactory. Out of the comparatively small number of those which are warmed by hot water, I have found several, where the apparatus has been laid at great expense (£70 and £80), and the rooms remain intolerably cold. This is the case at St. Barnabas, Manchester, St. Bartholomew's, Salford; Hunslet; Christchurch, Leeds; &c. It is important in the manufacturing districts that the temperature of the school should not be a chilling contrast to the temperature of the mill; whilst the ventilation may be far better. But this important point has been hitherto little regarded.

Perhaps some difference of opinion may exist as to what is good ventilation. But as I fully agree with Dr. Fleming (Report of

Health of Towns Commission, 1844, that ventilation must depend neither on doors nor windows, but must be a gradual constant change of air from other sources, the returns which I have to make on this head are these :—

With sufficient ventilation . . .	39
Imperfect	21
Bad (5 of which have none) . . .	54
	114

Thus very nearly two-thirds of these schools seem to be deficient in this most important point; and I have no doubt that nearly the same proportion holds in the remainder of the schools on my list. Much attention has of late been drawn to this subject, especially in the minutes of your Lordships' Committee and in the valuable Reports of the Health of Towns Commission. But still the evil remains: the windows and doors of the school-room are still, in many instances, the only means of introducing fresh air into it. The natural consequence, almost necessary in cold weather, is, that doors and windows remain closed, and the air which the children breathe is in a state of great impurity. I have found it difficult to stay in schools in which the children have been for some little time previous to my arrival. And, to say the truth, the remedy in such cases is almost as bad as the evil. The windows are opened, "a thorough draught" is obtained; the boys' bare heads and the girls' uncovered necks are exposed to it, in all its freshness. Thence ensue colds, catarrhs, and, it may be, the first seeds of consumption. But, in such schools, this is an event which rarely occurs; the teachers, accustomed to the close, heated atmosphere, are chilly and unable to bear the fresh air of heaven. It is curious, as it is painful, to see to what an extent these unhealthy feelings will sometimes carry them. At a school in Cumberland, on a bright, warm day in September, I found the doors and windows closed; a large, red fire in the grate; the children—eighteen heavy boys and two girls—almost melting under the combined influence of fire and sun; whilst the master seemed perfectly unconscious of the temperature in which he lived, with his coat buttoned up, a shawl round his throat, a thick cloth cap on his head, and clogs over his shoes. In answer to my question whether he did not feel the room very warm, he said, "No," that he was not very well!

I have sometimes seen the steam covering the windows, and perspiration streaming down the children's faces, without (apparently) a suspicion on the part of the teacher that the room was insufferably and unhealthily hot and close.

In several cases I have observed the air grates, recommended in your Lordships' minutes, stopped up—"because they let in

too much air." It is mischievously true that fresh air is often an unwelcome visitant to the sedentary man, and that the schoolmaster, and still more frequently the school-mistress, exercise their authority to exclude it from the school.

Trust Deeds.

From the returns furnished to me by 114 schools, it appears there were with—

Deeds of Conveyance	86
Without any deed	28
	144

Of the 86 schools which have Deeds, it must be observed further, that 21 have not enrolled them in Her Majesty's Court of Chancery within the appointed time, and that they are consequently null; so that 49 may be considered as not having the school property sufficiently secured for the education of the poor. In many cases where the deficiency has been pointed out, the managers of the schools have taken immediate steps to remedy the evil, by executing new deeds. Not rarely, as I had occasion to remark in my last Report, have lawyers come forward cheerfully and readily to offer their gratuitous services for the benefit of the school.

Of 86 deeds which I have inspected, in 13 the property is conveyed to a corporation; in 73 to individual trustees. In some of these latter cases no provision is made for the renewal of the trust. In 3 or 4 the trustees are dead or removed to other places. In 2 the property intended for the public education of poor children had fallen into the hands of individuals, who immediately, when aware of their position, conveyed it to proper trustees for its original purposes.

Building Accounts.

Of 114 schools, 73 have made accurate returns of the expense of their erection; 41 have made no returns.

Of these there are previously audited	21
Accounts not ready, from absence of managers or other temporary cause	5
Nothing known of accounts	15
	41

A statement of the accounts is given below. In auditing them I have generally had reason to think that the managers or committee conducted their business with great attention to economy, and in a wise consideration of the purposes for which their funds

were collected. In a few cases there are charges which appear extravagant, and accounts loosely put together.

	£.	*s.*	*d.*
In one the lawyer's bill is	126	4	6
Architect	136	8	0
In another account, "Various other items" .	93	4	10

But these are rare exceptions to the general rule of moderation in the charges and care in drawing up the accounts of the schools.

The whole amount of public money granted by the Lords of Her Majesty's Treasury

To 114 schools is	£12,907
To 41 (whose returns are not given here) . .	3,688
In grants to 73 schools . .	9,219

The whole cost of their erection is £37,720 1*s.* 6½*d.* So that the sum of £28,501 1*s.* 6½*d.* was contributed from local resources to meet the public grants.

Buildings.

It may be well in conclusion to speak of the school-buildings themselves, of what they consist, as well as their state of repair.

At 63 places there is only a single school-room.
At 6 others 1 room with class-room.
At 45 two or more rooms with class-rooms.

114

At 26 only there are teachers' houses. Some of the school-buildings, especially those of an earlier date, are of humble pretensions, without any beauty in appearance or convenience of internal arrangements. They are situate in small agricultural villages, where the desire for education and the means of providing it were equally scanty. Some I have found without inclosure, without offices, with no floor but the hardened earth; no windows that could be opened; the fuel, a heap of coal it might be, or small stack of peat, in one corner; the master's dog, or hen and chickens in another. No books but a few torn Testaments and "spellers;" no furniture but the master's desk, and a few low wooden benches; no apparatus but the one or two broken slates, on which the few "counters" do their "Rule of Three." Happily there are not many so-called schools. But amongst those which have been aided by grants from the Lords of the Treasury, there are several of excellent appearance and convenient arrangements. It may be sufficient to mention Woodhouse (Huddersfield), St. Peter's, Oldham, Gateshead, St. Saviour's (Leeds), North Allerton, North Shields, Harbottle, Stanwix, Keighley, Wadsley, Pitt's-

Moor (Sheffield), Huddersfield (St. Peter's), Holbeck (Leeds), and Whiston, as instances, both in town and village, where considerable taste and skill have been displayed in erecting suitable schools, and arranging them for the reception of the scholars.

I have hitherto spoken of the outward circumstances, and as it were, the frame-work of these schools. The direct object of my visit to them was, as I have said above, to remark and report upon these points. Their internal arrangements, the discipline of the school, the conduct and progress of the scholars did not necessarily come under my inspection. But of the number 114—

40 had already been placed on your Lordships' list.
45 desired examination of their children.
6 were small infant schools.
4 schools open only on Sundays.
8 were not open at the time of my visit.
2 had only few present on account of fair day.
9 only did not desire examination.

114

The results of the examination of these schools will appear with those in your Lordships' lists, in the appendix to my Report.

General Remarks on Treasury Schools.

A few remarks on their position and circumstances may not be deemed out of place here. These schools, for the most part, have been without any other than local supervision. They were built and have been supported by the exertions of a few zealous men. In many cases the clergyman of the parish has been the chief agent, and has born the heaviest part of the burden, both in expense and responsibility. Under such circumstances, we should expect to find that slight mistakes have been made, deficiencies overlooked, opportunities of improvement neglected, liabilities incurred, and prejudices indulged, which would hardly be the case in a wider sphere of action, where there would be more eyes to observe, more ears to hear, more tongues to speak, and more hands to act.

In furnishing my Report of these schools, I am more struck with all that has been done than that which has been left undone. Considering the little knowledge which so lately prevailed on all the practical parts of our National Education, I am surprised at not finding greater traces of ignorance or error. If, in some cases, the buildings are unsightly, and their interiors ill-arranged—if the necessity of suitable offices has been overlooked—if the advantage of play-grounds and the importance of private inclosures have been undervalued—if the drainage has been little considered—if the warming and ventilation of the rooms are not on a satisfactory

and economical method—if trust-deeds have not been duly prepared and enrolled, nor the expenses of building the school accurately ascertained after the lapse of some years, though it be a cause of regret, it cannot justify any censure on those who have done so much with such small and uncertain means, and often in circumstances of difficulty and against great opposition. I feel bound to mention here, that in auditing the building-accounts of these schools, and examining the subscriptions towards their erection, I have constantly had reason to remark that the clergy have contributed more than their fair share to them—far more, according to their means, than the wealthy manufacturer, or the chief landowner of the parish.

I subjoin two tabular statements of the condition of these schools, with short remarks on each.

Schools aided by Grants from the Lords of the Treas

Name of School.	Date of Visit.	Amount and Date of Grant.		Cost of Erection.	Building Account.	Site.
	1845	£.		£. s. d.		
Barnby in the Marsh . York	February 24th	35	December 6th, 1834 .	×	O	×
Hedon . . . . . ,,	,, 25th	90	December 23rd, 1837 .	×	Yes	×
Keyingham . . . . ,,	,, 26th	35	August 29th, 1835 .	96 0 0	Yes	×
Sculcoates . . . . . ,,	March 3rd	100	June 28th, 1834 . .	447 11 6	Yes	327 sq. yards
Hull, St. Mary's . . . ,,	,, 4th	187	December 29th, 1838 .	×	O	×
Cottingham . . . . ,,	,, 4th	100	March 30th, 1836 . .	447 16 0	Yes	400 sq. yards
Church Fenton . . . ,,	,, 10th	40	September 23rd, 1840	140 13 10	Yes	1 rood
Castleford . . . . . ,,	,, 10th	39	January 19th, 1839 .	×	O	×
Leeds, Quarry Hill, St. Mary's.	,, 14th	120	January 23rd, 1840 .	438 0 4	Yes	583 sq. yards
Holbeck . . . . . ,,	,, 17th	250	October 9th, 1841 . .	798 15 3	Yes	1231 sq. yards
Wortley . . . . . ,,	,, 18th	55	January 5th, 1836 . .	113 12 8½	Yes	572 sq. yards
Morley, Town End . . ,,	19th	75	September 20th, 1837	251 0 0	Yes	×
Cleckheaton . . . . ,,	,, 25th	200	March 7th, 1835 . .	518 4 5	Yes	652½ sq. yards
Gildersome . . . . ,,	,, 25th	73	May 20th, 1840 . .	×	O	. .
Little London . . . . ,,	,, 26th	75	August 26th, 1837 .	368 0 0	Yes	390 sq. yards
Birkenshaw . . . . ,,	,, 27th	120	September 16th, 1842	562 4 7½	Yes	546 sq. yards
Dewsbury Moor . . . ,,	,, 27th	110	February 2nd, 1839 .	438 4 7	Yes	546 sq. yards
Huddersfield, St. Peter's ,,	April 3rd	170	January 23rd, 1840 .	1498 17 9	Yes	365 sq. yards
Lockwood . . . . . ,,	,, 3rd	69	February 13th, 1839 .	202 5 4½	Yes	. .
Meltham . . . . . ,,	,, 9th	52	August 23rd, 1836 .	Under the north transept of the church	O	
Milne-Bridge . . . . ,,	,, 10th	100	February 10th, 1838 .	. .	O	. .
New-Mill . . . . . ,,	,, 10th	95	November 28th, 1838	282 2 3	Yes	2½ perches
Oldfield . . . . . ,,	,, 14th	64	July 27th, 1839 . .	143 0 0	Yes	139 sq. yards
Brockholes . . . . . ,,	,, 14th	64	July 27th, 1839 . .	136 0 0	Yes	226 sq. yards
Chophards . . . . . ,,	,, 15th	80	January 15th, 1840 .	372 15 1	Yes	364 sq. yards
South Crosslands . . . ,,	,, 16th	115	January 27th, 1836 .	344 5 0	Yes	. .
Brighouse . . . . . ,,	,, 21st	150	December 24th, 1836 .	592 9 0	Yes	900 sq. yards
Southowram . . . . ,,	,, 21st	125	September 21st, 1839 .	810 17 0	Yes	400 sq. yards
Sowerby Bridge . . . ,,	,, 23rd	245	March 3rd, 1838 . .	1188 16 0	Yes	967 sq. yards
Halifax, St. James's . . ,,	,, 25th	300	January 18th, 1840 .	1258 19 8	Yes	525 sq. yards
Horton . . . . . ,,	,, 28th	101	September 26th, 1838	554 14 0	Yes	638 sq. yards
Wilsden . . . . . ,,	May 2nd	60	July 28th, 1838 . .	×	O	144 sq. yards
Keighley . . . . . ,,	,, 2nd	650	March 4, 1838 . . .	1749 9 3½	Yes	1000 sq. yards
Silsden . . . . . ,,	,, 5th	50	February 6th, 1836 .	98 14 0	Yes	154 sq. yards
Burley . . . . . ,,	,, 5th	100	February 6th, 1839 .	. .	. .	. .
Guiseley . . . . . ,,	,, 6th	160	December 15th, 1841 .	628 3 11	Yes	. .
Low Harrogate . . ,,	,, 7th	50	June 7th, 1837 . . .	×	O	. .

re the creation of the Committee of Council on Education.

Edifice.	Materials.	Means of Warming.	Ventilation.	Drainage.	Proper Conveniences.	Enclosed.	Repair.
om school . .	Brick, and red tiles.	1 fire-place	Only from windows.	None . .	Only 1 . .	On 2 sides .	Good.
oms	Brick, faced with stone, red tiles.	2 fire-places	ditto	Tolerable	Sufficient .	Brick walls .	Bad.
om	Brick, & blue slate.	1 fire-place	Insufficient	Tolerable	ditto	On two sides, quick fence.	Ditto.
om	Brick, with blue slate.	1 fire-place	Sufficient .	Sufficient	ditto	Open to the street.	Ditto.
oms	Brick, blue slate.	2 fire-places	Sufficient .	ditto	Tolerable .	Not . . .	Tolerable.
om, divided by artition.	ditto	2 fire-places	Only from windows.	ditto	2 small and bad.	ditto	Good.
oms	ditto	1 fire-place	Insufficient	Bad . .	Sufficient .	Not enclosed	Ditto.
ooms, master's ouse.	Brick, tiles .	1 fire-place in each.	ditto	Sufficient	ditto	In street, open	Moderate (roof).
oms, girls above	Stone, grey slate.	2 fire-places in each room, insufficient.	Bad . .	ditto	Dirty . .	With stone walls.	Good.
om, divided by rtition.	ditto	By 2 stoves, sufficient.	ditto	ditto	Clean . .	Not . . .	Ditto.
om	Stone, blue slate.	1 stove . .	Tolerable .	ditto	Dirty . .	Stone wall .	Ditto.
om	Stone & grey slate.	1 stove . .	Good . .	ditto	Tolerable .	Stone walls .	Ditto.
om . . .	ditto	2 fire-places and hot air, sufficient.	ditto	ditto	Very filthy	With stone walls.	Ditto.
om	ditto	×	Sufficient .	ditto	Tolerable .	Stone walls .	Ditto.
om	ditto	1 stove . .	Good . .	ditto	Sufficient .	Stone wall and iron rails.	Ditto.
chool-room and ss-room.	ditto	1 fire-place and hot air.	ditto	ditto	2 sufficient	Open to the road.	Ditto.
om	ditto	2 fire-places, sufficient.	ditto	ditto	2 clean .	ditto	Ditto.
ooms, mistress's use.	Stone, blue slate.	1 stove . .	ditto	Insufficient	ditto	ditto	Ditto.
oms	ditto	1 stove and 1 fire-place in each room.	Bad . .	Sufficient	2 dirty .	ditto	Ditto.
om	×	Stove . .	ditto	ditto	Sufficient .	Sunk wall .	Moderate.
oms	Stone, grey slate.	1 stove . .	ditto	Bad, very	Bad . .	Stone walls .	Bad.
oom, master's use.	ditto	2 fire-places and 1 stove	Good . .	Sufficient	Dirty . .	Except in front	Good.
om	ditto	1 stove . .	Insufficient	ditto	Sufficient .	Stone wall .	Moderate.
oom divided by rtition.	ditto	2 fire-places	None . .	ditto	ditto	Not . . .	Room very dirty.
om	ditto	2 fire-places	Tolerable .	ditto	2 tolerable	With stone wall.	Good.
ooms, mistress's use.	Stone, blue slate.	2 fire-places	Bad . .	ditto	2 small .	Stone wall .	Ditto.
om	ditto	2 fire-places	Insufficient	ditto	Sufficient .	Stone walls, iron rails.	Ditto.
om	Stone, grey slate.	Hot water .	Sufficient .	ditto	2 clean .	Stone walls .	Ditto.
oms	ditto	2 fire-places in each room.	ditto	ditto	1 dirty . .	ditto	Ditto.
oms	Stone, blue slate.	2 stoves .	Good . .	ditto	3 rather small.	Stone walls, iron rails.	Ditto.
om	Stone, grey slate.	Stoves . .	Sufficient .	Bad . .	2 tolerable	ditto	Ditto.
om	ditto	1 stove .	None . .	Tolerable	Only 1 .	No . . .	Bad.
om and house .	ditto	Hot water	Good . .	Sufficient	Sufficient .	Stone wall .	Good.
om and small 2nd	ditto	2 stoves .	Bad . .	Tolerable	Only 1, dark	ditto	Moderate.
om	ditto	1 fire-place, 1 stove.	ditto	Sufficient	Only 1, dark	ditto	Good.
oms	Stone, blue slate.	2 fire-places	Good . .	Bad . .	Filthy, dark	Not in front .	Ditto.
om	ditto	1 fire-place	ditto	Sufficient	Tolerable .	Stone wall .	Ditto.

Schools aided by Grants from the Lords of the Treas

Name of School.	Date of Visit.	Amount and Date of Grant.		Cost of Erection.	Building Account.	Site.
	1845.	£.		£. s. d.		
Grewelthorpe . . . . York	May 9th	36	October 21st, 1837 .	147 12 4	Yes	1 rd. 21 pe
Ripon (Trinity) . . . ,,	,, 12th	147	October 21st, 1837 .	. .	O	6·443 sq.
Wigginton . . . . . ,,	,, 13th	40	January 9th, 1836 . .	. .	O	1 rd. 8 pe
York (Micklegate) . . ,,	,, 15th	125	September 3rd, 1836 .	×	O	109 by 9
Burton Agnes . . . . ,,	,, 16th	*48	January 3rd, 1835 . .	. .	O	0
Kirby Misperton . . . ,,	,, 22nd	50	March 4th, 1836 . .	×	O	. .
Yeddingham . . . . ,,	,, 22nd	12	September 21st, 1836	31 5 5½	. .	30 sq. yar
Allerston . . . . . ,,	,, 23rd	20	January 13th, 1838 .	29 14 4	Yes	. .
Scarborough . . . . ,,	,, 26th	85	September 26th, 1838	420 2 1	Yes	. .
Hutton Rudby . . . ,,	,, 30th	80	December 14th, 1836 .	×	O	. .
Husthwaite . . . . ,,	June 3rd	40	January 30th, 1839 .	×	O	148 sq. ya
Barnoldswick . . . . ,,	,, 11th	150	November 4th, 1837 .	257 15 4	Yes	395 sq. ya
Grindleton . . . . . ,,	,, 12th	30	June 6th, 1838 . .	118 10 0	O	. .
Thorpe-Hesley . . . ,,	,, 20th	147	January 18th, 1839 .	×	O	. .
Ecclesall . . . . . ,,	,, 27th	100	August 2nd, 1834 . .	318 1 8	Yes	422 sq. ya
Darnall . . . . . ,,	,, 30th	144	April 7th, 1841 . .	. .	Yes	. .
Wadsley . . . . . ,,	July 1st	152	September 18th, 1839	1146 10 2½	Yes	Half an a
Pitts-Moor . . . . . ,,	,, 1st	140	July 5th, 1837 . . .	597 15 0	Yes	1094 sq. ya
Rawmarsh . . . . . ,,	,, 7th	54	April 27th, 1842 . .	317 4 1	Yes	. .
Whiston . . . . . ,,	,, 7th	75	January 2nd, 1839 .	472 16 8	Yes	16½ perch
Adwick-le-Street . . . ,,	,, 10th	60	June 13th, 1835 . .	×	O	. .
Egglescliffe . . . Durham	,, 14th	40	August 7th, 1839 . .	256 0 0	Yes	234 sq. ya
Wolviston . . . . . ,,	,, 15th	49	March 21, 1838 . .	187 6 1	Yes	. .
Gresham . . . . . ,,	,, 15th	30	November 12th, 1836	115 5 1	Yes	15 pole
Hetton-le-Hole . . . ,,	,, 28th	110	February 26th, 1840 .	240 0 0	Yes	. .
Seaham Harbour . . . ,,	,, 29th	40	January 18th, 1837 .	. .	O	. .
Sunderland . . . . . ,,	,, 30th	90	May 26th, 1836 . .	×	O	. .
Southwick . . . . . ,,	,, 31st	150	July 1st, 1837 . . .	549 19 0	Yes	453 sq. ya
South-Hylton . . . . ,,	,, 31st	110	April 22nd, 1837 . .	430 17 9	Yes	198 sq. ya
Heworth . . . . . ,,	August 5th	58	November 9th, 1837 .	×	Yes	. .
Newcastle (Castle Garth) . . Northumberland	,, 8th	150	January 1st, 1840 . .	900 6 0?	O	. .
North Shields . . . ,,	,, 11th	300	January 4th, 1840 .	695 8 2	Yes	. .
South Shields . . . Durham	,, 11th	300	November 18th, 1837	570 13 8	Yes	486 sq.
Sugley Field . Northumberland	,, 12th	100	December 19th, 1838 .	365 16 2	Yes	. .
Newcastle, St. Andrews ,,	,, 12th	166	September 7th, 1839 .	659 2 4	Yes	. .
——— St. John's . ,,	,, 13th	335	December 19th, 1836 .	. .	Yes	. .
Chillingha . . ,,	,, 18th	45	November 27th, 1835 .	×	Yes	. .

ore the creation of the Committee of Council on Education—*continued.*

Edifice.	Materials.	Means of Warming.	Ventilation.	Drainage.	Proper Conveniences.	Enclosed.	Repair.
oom	Stone, blue slate.	1 fire-place	Bad . .	Sufficient	Filthy . .	Stone wall .	Good.
oom, and master's ouse.	Brick, blue slate.	Stoves . .	Sufficient .	ditto	Sufficient .	Stone wall, iron rail.	The wood-work is not good.
oom	Brick, red tiles.	1 fire-place, insufficient.	Tolerable .	Insufficient	Tolerable .	Quick set fence.	Moderate.
oom	Brick, blue slate.	2 fire-places.	Good . .	Sufficient	Sufficient .	Brick walls .	Good.
room, and small lass room.	ditto	1 stove .	ditto	2 sufficient	ditto	No, in church yard.	Ditto.
ooms	Brick, red tiles.	1 fire-place	Bad . .	Tolerable	Moderate .	Quick-set fence.	Bad.
oom	ditto	1 fire-place	ditto	Bad . .	None ! .	No . . .	Moderate.
oom	Stone, red tiles	1 fire-place, 1 stove.	None . .	Tolerable	None ! . .	No . . .	Ditto.
oom	Brick, blue slate.	1 fire-place	Bad . .	Sufficient	One, filthy	Stone walls, iron rails.	Good.
ooms	Stone, blue slate.	Hot air .	ditto	ditto	Sufficient .	Quick fence .	Not good (roof).
oom	Brick, blue slate.	1 fire-place	ditto	ditto	Only 1 . .	Brick wall .	Good.
ooms, girls above boys.	Stone, grey slate.	Stove and fire-place.	ditto	ditto	2 sufficient	Not yet . .	Ditto.
ooms	Stone, blue slate.	Stove and fire-place.	ditto	ditto	0	No . . .	Ditto.
ooms, and master's house.	ditto	3 fire-places	Sufficient .	ditto	Sufficient .	Stone wall .	Ditto.
ooms, and master's house.	ditto	2 fire-places, insufficient.	Bad . .	2 sufficient	. .	Wooden railings.	Bad.
oom	ditto	2 fire-places	Insufficient	Sufficient	Bad and filthy.	Stone walls and railing.	Good (except privies).
room, master's ouse.	ditto	2 fire-places	Moderate .	ditto	Sufficient .	Stone wall .	Good.
rooms, house for aster and mistress.	ditto	2 fire-places	Good . .	ditto	ditto	ditto	Ditto.
room, with small lass room.	ditto	2 fire-places	ditto	ditto	2 sufficient, dirty.	ditto	Ditto.
oom	ditto	1 fire-place	Bad . .	ditto	Filthy . .	Stone wall and wooden paling	Ditto.
room, with good aster's house.	ditto	2 fire-places	ditto	ditto	Sufficient, 2 clean.	Stone walls .	Ditto.
oom, and master's ouse.	ditto	1 fire-place	ditto	ditto	Inconvenient 1, and wet.	Not enclosed	Moderate.
oom	Brick, blue slate.	1 fire-place	ditto	Insufficient	2 inconvenient.	Wooden palings.	Building not substantial.
room, master's ouse.	Brick and tiles	2 fire-places	ditto	Sufficient	2 sufficient	Enclosed .	Good.
oom	Brick, glazed slate.	1 fire-place	Sufficient .	Bad . .	Bad . .	Wooden rails	Ditto.
rooms, and master's ouse.	Stone, blue slate.	Stoves . .	Bad . .		Sufficient .	Stone walls .	Ditto.
rooms	Brick and blue slate.	2 fire-places	Bad . .	Sufficient	Sufficient .	Built open to street.	Bad.
rooms, and master's ouse.	ditto	Stove . .	ditto	ditto	ditto	Brick walls .	Good.
rooms	Stone and blue slate.	1 fire-place	ditto	ditto	ditto	No . . .	Ditto.
rooms, mistress's ouse.	ditto	ditto	ditto	Bad . .	ditto	ditto	Ditto.
rooms	ditto	2 fire-places	ditto	Sufficient	Dark . .	ditto	Tolerable.
rooms, and master's ouse.	Stone and brick.	ditto	ditto	Bad . .	Small and dark.	ditto	Ditto.
room	Stone and blue slate.	ditto	Good . .	2, sufficient	Sufficient .	Stone walls and palings.	Good.
room	ditto .	ditto	Bad . .	Sufficient	ditto	Stone walls .	Ditto.
room	ditto	ditto	Good . .	ditto	0	ditto	Ditto.
rooms, 2 for mistress and 1 master.	Brick and blue slate.	Stoves . .	Bad . .	Imperfect	The wood !! Dark . .	Only on 2 sides.	Ditto.
rooms	Stone and blue slate.	Hot water .	Deficient .	Sufficient	Tolerable .	No . . .	Dirty, & windows broken.
room, and master's house.	ditto	1 fire-place	ditto	ditto	Sufficient .	Stone wall .	Good.

Schools aided by Grants from the Lords of the Treasu

Name of School.	Date of Visit.	Amount and Date of Grant.		Cost of Erection.	Building Account.	Site.
	1845.	£.		£. s. d.		
Belford . . Northumberland	August 18th	58	October 14th, 1837 .	. .	Yes	900 sq. yards
Cornhill . . . . ,,	,, 22nd	40	June 30th, 1838 . .	88 12 0	Yes	265 sq. yards
Harbottle . . . . ,,	,, 26th	36	June 1st, 1836 . . .	240 17 3½	Yes	1167 sq. yards
Elsdon . . . . . ,,	,, 26th	35	July 2nd, 1836 . .	×	O	. .
Corbridge . . . Cumberland	,, 27th	45	September 16th, 1835	107 7 0	Yes	. .
Melkridge . . . . ,,	,, 29th	30	August 16th, 1837 .	135 2 8	Yes	83 sq. yards
Drumburgh . . . ,,	Sept. 2nd	45	April 5th, 1836 . .	121 10 0	Yes	1 rood
Fingland . . . . ,,	,, 2nd	30	June 23rd, 1838 . .	138 2 6	Yes	. .
Stanwix . . . . ,,	,, 3rd	55	April 3rd, 1839 . .	274 1 6½	Yes	. .
Whitehaven . . . ,,	,, 5th	200	March 1st, 1837 . .	×	O	882 sq. yards
Frizington . . . . ,,	,, 5th	25	June 23rd, 1839 . .	90 1 11	Yes	14 perches
Dacre . . . . . ,,	,, 8th	40	December 14th, 1836 .	129 17 2	Yes	236 sq. yards
Martindale . . Westmoreland	,, 8th	27(?)	December 19th, 1835 .	. .	Yes	. .
Middleton, Teasdale . Durham	,, 10th	45	October 9th, 1841 . .	164 9 10	Yes	509 sq. yards
Kirby-Stephen . Westmoreland	,, 12th	45	June 28th, 1834 . .	×	O	. .
Lindale-in-Cartmel . Lancashire	,, 18th	50	May 16th, 1838 . .	. .	Yes	. .
Ulverstone . . . . ,,	,, 23rd	150	August 2nd, 1834 . .	653 12 10	Yes	. .
Sawrey . . . Westmoreland	,, 24th	60	December 9th, 1835 .	185 1 2	Yes	935 sq. yards
Manchester, Coll. Ch. Lancashire	Nov. 27th	400	August 24th, 1836 .	2509 9 11	Yes	Not specified
Hulme, Trinity . . ,,	Dec. 1st	208	December 9th, 1846 .	×	O	. .
Ancoats . . . . . ,,	,, 1st	300	August 9th, 1837 . .	1380 0 0	×	684 sq. yards
Gorton . . . . . ,,	,, 2nd	142	February 9th, 1839 .	475 12 10	Yes	300 sq. yards
Etherley . . . . Durham	July 24th	40	October 10th, 1834 .	230 5 2	Yes	. .
Windy-Nook . . . ,,	August 5th	85	August 4th, 1838 . .	278 3 0	Yes	. .
Failsworth . . . Lancashire	Dec. 16th	270	December 16th, 1837 .	1081 16 10	Yes	. .
Oldham, St. James's . ,,	,, 19th	165	July 8th, 1837 . . .	. .	Yes	. .
Hollinwood . . . ,,	,, 11th	180	October 27th, 1838 .	712 10 0	Yes	. .
Oldham, St. Peter's . ,,	,, 18th	588	October 1st, 1836 . .	1945 9 9½	Yes	Half acre
Wooler . . . Northumberland	August 25th	70	November 21st, 1838 .	. .	×	. .
Carlton in Coverham Yorkshire	June 9th	55	March 2nd, 1836 . .	. .	No	. .
Dalton . . . . . ,,	,, 5th	37	January 29th, 1840 .	. .	×	. .
Easington . . . . ,,	May 28th	28	December 6th, 1834 .	. .	×	75 sq. yards
High-Harrogate . . ,,	,, 7th	100	July 22nd, 1837 . .	341 0 0	Yes	. .
Kilnhurst . . . . ,,	June 19th	50	April 20th, 1836 . .	. .	×	. .
Knaresborough	May 19th	135	April 5th, 1838 . .	. .	×	. .
Woodhouse	April 7th	150	December 3rd, 1836 .	. .	×	. .
Gateshead . . . . Durham	August 6th	140	September 30th, 1837	. .	×	. .
Shildon	July 24th	55	December 30th, 1837	210 0 0	Yes	. .
Leeds, St. Saviour's . . York	Nov. 14th	408	May 20th, 1840 . .	2102 8 11	Yes	. .
Northallerton	June 2nd	73	October 17th, 1838 .	917 2 2	Yes	. .

ore the creation of the Committee of Council on Education—*continued.*

Edifice.	Materials.	Means of Warming.	Ventilation.	Drainage.	Proper Conveniences.	Enclosed.	Repair.
room, and master's ouse.	Stone and blue slate.	1 fire-place	Sufficient .	Sufficient	Sufficient .	Stone wall .	Good.
room	ditto	ditto	Bad . .	ditto	2 sufficient	O	Ditto.
rooms, and master's ouse.	ditto	2 fire-places	ditto	ditto	Only 1 for boys & girls.	Stone walls .	Ditto.
rooms	ditto	1 fire-place	Insufficient	ditto	Clean and good.	Stone walls	Ditto.
room	ditto	ditto	ditto	ditto	Clean and small.	No . . .	Tolerable.
room	ditto	ditto	Bad . .	ditto	O	ditto	Incomplete.
room	ditto	ditto, insufficient.	ditto	Tolerable	1, clean .	Not in front .	Good.
room	ditto	ditto ditto	Tolerable .	Sufficient	ditto	No . . .	Ditto.
rooms, master's ouse.	Brick and blue slate.	Stoves (?) .	Good . .	ditto	Sufficient .	Brick walls .	Ditto.
rooms	ditto	1 fire-place	Well . .	ditto	Very filthy	Stone walls .	Good, except offices.
room	ditto	ditto	O	Tolerable	O	No . . .	Tolerable.
room	ditto	ditto	O	ditto	1, clean .	ditto	Good.
room	ditto	ditto	Bad . .	ditto	Filthy .	ditto	Ditto.
room	ditto	2 fire-places	Sufficient .	ditto	1 only, clean	Stone walls and palings.	Ditto.
rooms, boys above irls.	ditto	ditto	Bad . .	ditto	Clean . .	No . . .	Ditto.
room	Stone and blue slate.	Stove . .	Sufficient .	Sufficient	Less clean	With stone .	Tolerable.
rooms, girls above oys.	ditto	Fire-place and stove.	Good . .	Tolerable	Clean . .	Stone walls & iron walls.	Good.
room	ditto	1 fire-place	Sufficient .	Sufficient	O	Stone walls .	Tolerable.
rooms, master's ouse, girls above nfants.	Stone, brick, blue slate.	Stove and hot air.	Bad . .	ditto	Less clean	No . . .	Ditto.
rooms	Brick and blue slate.	Stoves . .	ditto	Moderate	Dark and damp.	ditto	Good.
rooms, class room	ditto	2 fire-places in each.	ditto	Tolerable	2 . . .	No . . .	Ditto.
room, with small lass room.	ditto	2 stoves .	Imperfect .	ditto	2 . . .	Wooden rails	Ditto.
room	Stone and blue slate.	1 fire-place	ditto	Sufficient	Sufficient .	No . . .	Tolerable, many panes of glass broken.
rooms, and master's ouse.	ditto	1 fire-place in each.	ditto	ditto	2 . . .	On 3 sides stone walls.	Good.
room divided by wooden partition.	Brick and blue slate.	1 stove and 2 fire-places.	Sufficient .	Bad . .	2 . . .	Brickwork and iron rails.	Good, the floor wants mending
rooms	Stone and blue slate.	2 fire-places in each.	Bad . .	Sufficient	2, very small	With stone wall.	Good.
room	Brick and blue slate.	2 fire-places	Imperfect .	ditto	2 . . .	Open rail to road.	Good.
rooms, class room, nd library, master's house.	Brick, faced with stone, blue slate.	Hot water .	Sufficient .	ditto	2 . . .	Brick walls .	Ditto.
room, master's ouse.	Stone and blue slate.	1 stove and 1 fire-place.	Imperfect .	ditto	2 . . .	Stone walls .	Ditto.
room, half of it used s a chapel.	Stone and grey slate.	Fire-place	Bad . .	ditto	1 . . .	Stone wall .	Tolerable.
room attached to hapel.	Stone and blue slate.	Stove . .	ditto	ditto	1, bad . .	O	Ditto, rain beats in at west end.
room	Stone and grey slate.	2 fire-places	ditto	ditto	2, badly placed.	O	Tolerable.
room, and small lass room . . .	Stone and blue slate.	Fire-place .	Sufficient .	ditto	2 . . .	Stone walls .	Good.
room, and master's ouse.	ditto	2 fire-places	Good . .	ditto	1, wood .	Not in front .	Ditto.
rooms	ditto	Stoves . .	Bad . .	ditto	Sufficient .	No, in castle yard.	Ditto.
rooms, and master's house.	ditto	Stove and hot air.	Good . .	ditto	2 . . .	Stone walls .	Ditto.
rooms	ditto	Stove . .	ditto	ditto	2, sufficient	ditto	Ditto
rooms	ditto	2 fire-places	Bad . .	ditto	2, very dirty	ditto	Tolerable.
rooms, and class oom.	ditto	Fire-place .	Good . .	ditto	Very dirty	Stone, with iron rails.	Good.
rooms	Brick and blue slate.	ditto	ditto	ditto	Sufficient .	Brick walls .	Ditto.

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Education.

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday.	
Barnby-in-the Marsh	×	×	Boys and girls, mixed.	..	A fair village school, in which both the clergyman and farmers seem to take much interest.
Hedon	×	×	Boys Girls	..	Great irregularity of attendance; caused by agricultural occupations.
Keyingham . . .	×	×	Boys and girls, mixed.	..	Arithmetic is the only subject that is efficiently taught here.
Sculcoates . . .	×	3 Clergymen	Girls	..	A pleasing girls' school; apparently in a satisfactory state.
Hull, St. Mary . .	..	..	Infants	..	Infant's school; not well situated; in a narrow yard.
Cottingham . . .	×	8 Laymen	Boys and girls	..	Offices in bad repair; I did not examine the children.
Church Fenton . .	Minister and Churchwardens	×	Boys Girls	..	This school should be inclosed; the limits of the site not marked out.
Castleford . . .	..	..	Boys and girls, and Infants	..	Improved since last year; but not yet in an advanced state.
Leeds, Quarry Hill .	..	19 Trustees, Vicar one	Boys and girls	..	Apparently a good school; with industrious teachers.
Holbeck	Vicar of Leeds, Incumbent of Holbeck	×	Boys Girls	..	The site not inclosed; marked only by boundary stones.
Wortley	×	9 Trustees	Boys and girls, mixed.	..	A promising school; owing to great exertion of the clergyman under peculiar difficulties.
Morley, Town End .	×	×	Boys and girls, mixed.	..	Wanting in discipline; master untrained, but with long experience in teaching.
Cleckheaton . . .	×	Trustees	Boys and girls, mixed.	50 80 } 130	Very good school-room; well warmed and ventilated; holiday.
Gildersome . . .	..	..	0	..	School only open there on Sundays; now fitted up for a daily school.
Little London . .	×	13 Trustees, Minister one	Boys and girls, mixed.	..	Children not in school.
Birkenshaw . . .	×	10 Trustees	Boys and girls, mixed.	..	Children not in school; building not endorsed; open to the public road.

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Education—*continued.*

Name of School.	Trustees.		School.			General Condition.
	Corporation.	Individuals.	Daily.	Sunday.		
Dewsbury Moor	×	6 Trustees, 3 Clergymen	O	82 103	185	Only open on Sundays.
Huddersfield, St. Peter.	×	×	Infants	..		A very pleasing infants' school; under careful and intelligent mistresses.
Lockwood	×	×	Boys Girls	..		A thriving school; ventilation of girls' room very imperfect.
Meltham	×	×	Boys and girls, mixed.	100 154	254	Daily school not held in this room; but in an old parish school.
Milne Bridge	×	..	Boys and girls	..		Drainage bad; and ventilation very deficient; girls' school in the kitchen.
New Mill	×	9 Trustees	Boys and girls, mixed.	320		A good room; much inconvenience from smoky chimneys.
Oldfield	..	..	Boys and girls, mixed.	..		Gate of the yard off the hinges; examination of children in other list.
Brockholes	..	..	Boys and girls, mixed.	..		Room very dirty; children undisciplined; no regular master.
Chophards	×	10 Trustees	Boys and girls, mixed.	..		Promising school; under a master trained at York.
South Crosslands	×	8 Trustees	Boys Girls	..		Children not in school; good rooms; not well ventilated.
Brighouse	×	17 Trustees	Girls and a few boys.	135 160	295	School of little children; under old mistress of a factory school.
Southowram	..	12 Trustees	Boys and girls, mixed.	130		A handsome building; children making fair progress.
Sowerly Bridge	×	12 Trustees	Boys Girls	..		Offices in bad condition; teachers hardly equal to their position.
Halifax, St. James	×	12 Trustees	Boys Girls Infants	300 320	620	Good school; carefully tended by the clergyman.
Horton	×	7 Trustees	Boys and girls, mixed.	..		Chiefly mill-children who have made little progress.

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Education—*continued.*

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday.	
Wilsden	×	17 Trustees	Boys and girls, mixed.	..	In bad repair; built for an infant school; gallery and offices very bad.
Keighley	..	10 Trustees	Boys Girls Infants	224 289 } 513	A noble school in all its arrangements; not under examination.
Silsden	×	4 Trustees	Boys Girls	..	Inhabitants complain of the high rates of payment; only one inconvenient yard.
Burley	..	..	Boys Girls	..	Badly situated; examination of children in other list.
Guiseley	×	×	Boys Girls	..	Arrangement of offices very inconvenient; no play-ground.
Low Harrogate .	×	×	Boys and girls, mixed.	..	School-room too small for the children; no division between the yards.
Grewelthorpe . .	Incumbent and Church-wardens	×	Boys and girls, mixed.	..	Deficient in ventilation; a fair village school; no division of yards.
Ripon (Trinity) . .	×	×	Boys Girls Infants	69 100 } 169	Wood-work not very sound; school in a healthy state of discipline.
Wigginton . . .	×	3 Trustees	Boys and girls, mixed.	..	Village feast; only a few little children; apparently intelligent master.
York, Micklegate .	×	6 Trustees	Boys	..	Few boys present; York fair; good room; well ventilated.
Burton-Agnes . .	×	×	Boys and girls, mixed.	..	Endowed school; very clean and in good order; no fees for reading, writing, and the simple rules of arithmetic.
Kirby Misperton . .	×	×	Girls	..	Room in bad repair; one not used; both damp; trees at the back too near.
Yeddingham . . .	×	×	Boys and girls, mixed.	..	A poor building; not inclosed; school of 12 children, who answer intelligently simple questions.
Allerston	Minister and Church-wardens	×	Boys and girls, mixed.	..	Badly provided in all respects; little progress of children; no education.

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Education—*continued.*

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday.	
Scarboough . . .	..	17 Trustees	Boys	..	Offices in bad repair; ventilation of school not good.
Hutton Rudby . .	Minister	..	Boys Girls	..	Roof wants repair; examination of children in other list.
Husthwaite . . .	Churchwardens and Overseers.	×	Boys and girls, mixed.	..	Fair village school; no apparatus; different rate of fees.
Barnoldswick . .	×	×	Boys and girls, mixed.	..	Site not inclosed; clergyman much interested in the school.
Grindleton . . .	×	×	Boys Girls	52 55 } 107	Two small schools; not much progress made.
Thorpe-Hesley . .	..	..	Boys Girls	..	Building not well finished; arrangement of rooms very bad.
Ecclesall	×	12 Trustees	Boys Girls	..	Bad offices; school in a very satisfactory state; under an intelligent master.
Darnall	..	..	Girls Infants	..	School lately re-opened; promises well.
Wadsley	..	3 Trustees	Boys Girls Infants	..	Handsome buildings; discipline of schools very good; progress moderate.
Pitts-moor . . .	..	5 Trustees	Boys Girls	146 100 } 240	School managed by committee of laymen; in a very satisfactory state.
Rawmarsh . . .	×	11 Trustees	Infants	..	Offices filthy; infants' school under a careful and intelligent mistress.
Whiston	×	2 Trustees	Boys and girls, mixed.	..	Good and convenient buildings; school not made much progress.
Adwick-le-Street .	×	×	Boys and girls, mixed.	45 55 } 100	Only a few children present; inconvenient offices.
Egglescliffe . . .	×	7 Trustees	Boys and girls, mixed.	..	Building not substantial, nor in good repair; damp and badly situated.
Wolviston . . .	×	×	Boys and girls, mixed.	..	Children absent for a vacation.

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Education—*continued.*

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday.	
Greatham	..	5 Trustees	Girls & infants	..	Pleasing little school; under a kind mistress; carefully tended by the clergyman and his wife.
Helton-le-Hole	..	..	Boys Girls	..	Building erected at very small cost; examination in other list.
Seaham Harbour	×	×	Boys Girls	..	Room not in good repair; large cracks in the ceiling; ventilation bad.
Sunderland	..	..	Boys Girls	..	Large and important schools, in a thriving state; too many children under each teacher.
Southwick	×	6 Trustees	Boys Girls	..	A very good girls' school, under an excellent mistress; school not inclosed.
South Hylton	×	3 Trustees	Boys Girls	..	Ventilation bad; mistress's house under the girls' school, small and damp.
Heworth	..	..	Boys Girls	..	Close to a railroad; trains passing disturb the school.
Newcastle, Castle Garth.	Incumbent of T. b.	×	Boys Girls	..	Situation unpleasant; ash-hole just below window of boys' school.
North Shields	..	3 Trustees	Boys Girls	..	Handsome and substantial building, well ventilated; children not examined.
South Shields	Curate and Churchwardens.	×	Boys Girls	..	Room ill ventilated; children too much crowded; very intelligent teachers.
Sugley-Field	×	×	Boys and girls, mixed.	..	Neat building, with no offices; school making fair progress.
Newcastle, St. Andrew	×	1 Trustee	Boys Girls Infants	..	Offices inconvenient; rooms crowded; schools in satisfactory state.
——— St. John	..	..	Boys Girls Infants	..	State of school, buildings, windows, &c., improved since last year.
Chillingham	..	..	Boys and girls	..	Examination of children given in other list.
Belford	..	..	Boys and girls	..	Ditto; number of children on the decrease.

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Education—*continued.*

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday.	
Cornhill	×	3 Trustees	Boys and girls, mixed.	..	School not inclosed, nor well ventilated; children making fair progress.
Harbottle	×	2 Trustees	Boys and girls, mixed.	..	Neat school buildings badly ventilated; children not examined.
Elsdon	×	×	Boys and girls, mixed.	..	Children absent for holiday; spouts wanted at the back of the building.
Corbridge	×	×	Boys and girls, mixed.	..	Brick pavement of floor wants renewing; children apparently intelligently taught.
Melkridge	..	6 Trustees	Boys and girls, mixed.	..	Windows not yet hung in sashes; building open to the road; no offices.
Drumburgh	×	8 Trustees	Boys and girls, mixed.	..	Not inclosed; badly ventilated; only two of six windows open.
Fingland	×	4 Trustees	Girls	..	Very neat building; entrance badly arranged.
Stanwix	..	..	Boys Girls	..	Good and convenient buildings; examination in other list.
Whitehaven	..	8 Trustees	Boys Girls	..	Children not examined; offices in very bad repair; boys' school thriving.
Frington	×	4 Trustees	Boys and girls, mixed.	..	Children not in school; building not inclosed; no ventilation.
Dacre	×	6 Trustees	Boys and girls, mixed.	..	Neat building not inclosed; children not fully examined.
Martindale	..	..	Boys and girls	..	A school *sui generis* on the Fell; master and mistress independent people.
Middleton Teesdale.	Rector, Church-wardens, and Overseers.	×	Girls & infants	..	Pleasing school under a careful mistress, well watched over by the clergyman and his family.
Kirby Stephen	×	9 Trustees	O	..	School situate in the church-yard; only open on Sundays.
Lindale in Cartmell.	..	..	Boys and girls	..	School decreasing in numbers; examination in the other list.
Ulverstone	×	14 Trustees	Boys Girls	..	Building and play-grounds, good and well arranged; partly examined the children.

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Eduction—*continued.*

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday	
Sawrey	×	3 Trustees	Boys and girls, mixed.	..	Room used as the district chapel; filled with pews; no offices.
Manchester, Coll. Ch.	Warden and Fellows.	×	Boys Girls	..	Spacious rooms insufficiently ventilated; girls' school in satisfactory state.
Hulme, Trinity . .	×	×	Boys Girls	..	Apparently a very good school; rooms badly ventilated and lighted.
Ancoats	×	×	Infants Girls	Yes	Very spacious room, not well ventilated; streets unpaved; no examination.
Gorton	×	9 Trustees	O	Sunday	School only open on Sundays; writing taught!
Ktherley	..	..	Boys and girls	..	Not in very good repair; inclosure incomplete; examination in other list.
St. Alban's, Windy Nook.	..	..	Boys Girls	..	Handsome buildings; examination given in other list.
Failsworth . . .	..	..	Boys and girls	..	Drainage insufficient, and floor in need of repair; school much improved since last year.
Oldham, St. James .	×	×	Boys Girls Infants	..	Master unwell; only a few little children present; no examination.
Hollingwood . .	..	..	Boys Girls	..	Room insufficiently warmed; schools making good progress; improved since last year.
Oldham, St. Peter .	..	..	Boys Girls Infants	..	Large and convenient buildings; boys' school doing well; girls' unsatisfactory.
Wooler	..	..	Boys and girls	..	Master's house rented by another person; examination in other list.
Carlton in Coverham	..	..	Boys and girls	..	School-room in front of the chapel; school not flourishing.
Dalton	..	..	Girls	..	Room attached to the chapel; wants ventilating; examination given.
Easington . . .	..	..	Boys and girls	..	Room inconvenient; great want of discipline.
High Harrogate . .	..	..	Boys and girls	..	Room not well contrived nor lighted; examination in other list.
Kilnhurst . . .	..	..	Boys and girls	..	Not inclosed in front; children had made little progress.

Schools aided by Grant from the Lords of the Treasury before the creation of the Committee of Council on Education—*continued*.

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday.	
Knaresborough . .	..	..	Girls Infants	..	Ventilation bad; want of discipline; examination in other list.
Woodhouse . . .	..	..	Boys Girls	..	Very handsome building; new trustees should be appointed here.
Gateshead . . .	..	..	Boys Girls Infants	..	Handsome and substantial building; examination in other list.
Sbildon	..	..	Boys Girls	..	Badly-arranged rooms; offices inconvenient; examination in other list.
Leeds, St. Saviour .	..	..	Boys Girls Infants	..	Building handsome and substantial; staircase too steep; offices dirty.
Northallerton . .	..	..	Boys Girls Infants	..	Boys' and girls' school not large enough for the number of children.

Schools aided by Grants from the Committee of Council on Education.

I NOW proceed to the second class of schools on the Inspector's list for the year 1845. They are such as have received aid from your Lordships' Committee. Amongst them are also 40 which have already been spoken of, as to their outward circumstances, in the class of Treasury Schools. And there are further added to them such schools of the third class as furnished full reports in answer to the circular which I addressed to them announcing my intended visit. I have arranged below tabular statements of all these schools, of their incomes and expenditure; of their general intelligence and moral tone; of the general state of knowledge in the chief subjects taught in them; of their condition in the principal points of religious and moral training; of their discipline; of some of their external and internal circumstances, and some (necessarily) brief remarks on their most striking features.

To the tables of income and expenditure of schools I have also appended two others. One showing the date of erection of 96 schools; the material of which they are built; the accommodation which they afford; their whole cost and the cost per head for each child. The other, taking the average expense for educating a child throughout the Northern Districts, shows the actual expense at 43 places of various character in different parts of it; in manufacturing towns; in country villages: in purely agricultural schools; in mining places; some of the largest and some of the smallest schools in the whole district.

These tables are interesting, as affording some, if only a very imperfect idea of the value of such tables, accurately prepared for every school in the kingdom. It is, my Lords, a subject of continual regret with Her Majesty's Inspectors of Schools that they are able in their reports to furnish so little valuable statistical information. They are continually reminded by the circumstances of their mission, that their statements can only be guesses at truth, or a few scattered truths gleaned here and there, with much labour, in the wide field of national education. They never see the whole of that great field. They visit only portions of it, lying often far apart, without order and connexion. They report faithfully on what they observe; but it must not be forgotten, that a great measure of the wide surface never comes under their observation. Much is therefore left unknown and unrecorded. But how valuable it would be if we were able to state with some certainty what the cost of a school building should be in a particular district; how much per child to be educated in it; what additional expense a teacher's residence would cause; what local circumstances should be considered; the value of site; facility of drainage; advan-

tages of enclosure, &c.! Again, what the annual expenses of the school should be; the stipends of teachers; allowances for repairs and alterations; cost of books; furniture and apparatus; of fuel, varying very much in different parts of the kingdom; of lighting and cleaning the school; with other incidental expenses. It is easy to see how the best and most economical methods would be practised, when the best and most economical methods were generally known, and recommended. At present little is generally known on these points, and therefore comparatively little improvement is made.

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Schools from which no returns have been made of income and expenditure:—

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Leeds, St. Saviour.
Gawthorpe.
Halifax, St. James.
Bradford, Daisy Hill.
Morley Town End.
Gildersome; only open on Sundays.
Horbury, Mossley, Kirkstall } Not at work for a year.
Stannington, Dungworth Hill } Closed for want of funds.

Incomes and Expenditure of Schools.

On this head I have received returns from 150 places. They are not in all cases so full as is desirable, but they are more than sufficient to prove the grievous deficiency of pecuniary means in the northern district for the support of elementary schools. They are arranged in two tables (A and B); the first of the different items which make up the income, and form the annual expenditure

of the schools. The amount of the whole income of the income and expenses, and also of the excess of one or of the other.

From these tables it appears that there are—

	Places.
With income greater than expenditure	45
„ Income equal to expenditure	26
„ Income less than expenditure	88
	150

But this general statement gives little idea of the pecuniary difficulties of our schools. In the list of those from which the returns are made, 26 were said year "in part," supported by grants from the National or some Diocesan Society. Of these are seven schools which I have reckoned above with "incomes greater than or equal to their expenditure." As the grants are uncertain and some have been withdrawn this year, these schools must also be added to the number 88 which have incomes less than their expense; *i. e.* 88 + 7 or 95.

But moreover, in the expenses given in the table, 34 places have made no returns beyond the stipends of their teachers; 23 of these are of the number reckoned with incomes greater than or equal to their expenditure. If the returns had been fully made and the necessary expences of the schools, such as repairs, furniture, books, fuel and candles, cleaning, &c., had been given, they would also have been placed amongst those which have incomes less than their expenditure.

So that the number of these schools is 96 + 23 or 119. Or, generally, at 150 places, the schools of 119 may be called insolvent, 31 may be called solvent, or four-fifths of the schools in the Northern District are unable to support themselves!

I would remark here that in the Report, which I had the honour to present to your Lordships last year, the number of schools out of 150 which could then be called insolvent was only 77 (Report p. 207), or about half of the whole number. It is now, as I have shown, four-fifths!

Some schools were, during last year, supported (in part) by aid from the Special Fund of the National Society, from which that aid has now necessarily been withdrawn.

It should be observed that the difference between the income and expenditure of our elementary schools is not, in general, of any great amount; yet it is not small when compared with the whole income of the school, and its burden, whatever it be, generally falls upon one who is little able to bear it;—I mean the clergyman, who has already contributed according to his means to the funds of the school. But, in order to observe more fully the

pecuniary deficiencies of our schools, it appears from the returns given in the tables that—

	£.	*s.*	*d.*
The Income of 150 places is . .	10,745	9	8
Or an average to each place . .	71	15	11
Whilst the expenditure of 150 . .	12,011	14	1½
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It must however be remembered that the difference (8*l.* 5*s.* 7¾*d.*) between these two averages does not accurately represent the average deficiency of each school; the deficient returns in expenditure of 34 places must be taken into account, which will raise the average deficiency of income to each place to about 10*l.* 10*s.* This average will be further increased to about 12*l.* 5*s.* when we consider that the 31 "solvent schools" are not to be reckoned in the number for which the average is taken. So that the conclusion is that nearly one-sixth of the sum necessary to support our elementary schools in the Northern District is wanting!

But this general statement gives no idea of the difficulty experienced in some localities in raising funds for the education of the poor. And it must not be forgotten that the number of teachers (whose stipends form the chief item of expenditure in our schools) is altogether insufficient. Further, the stipends now paid to those employed are also, in general, too small. I assume that the lowest stip end paid to a good master should be 60*l.*, to a mistress 40*l.* That they should, in addition, have a comfortable residence, rent free. But what is the actual state of the case?

In taking 30 schools (town and country) I obtain the following result:—

	£.	*s.*	*d.*
Total income of 30 masters	1296	0	0
Average income	43	12	0
Of these 10 only have houses rent free.			
Total income of thirty mistresses . . .	967	0	0
Average income	32	4	8
Of these nine only have houses rent free.			

These numbers are not selected but taken at hazard from any part of the Northern District.

It appears further that there are only eight places in the whole of this district where the master's stipend equals, or is above, 80*l.*, and 13 others where it equals, or is above, 70*l.*

In only two of these places is there a residence for the master, rent free.

It is true that the best teachers do not look only, nor chiefly to a pecuniary recompence for their services. They have felt their call, and undertaken their great work, with a larger view and in a different spirit. They have determined to devote themselves to what is at the best a most laborious, and generally a thankless

office, one that is equally under-valued and under-paid. In training Christian children, they look in faith to Him who has promised that the least service done to His little ones shall not be without its reward.

But it is sad to reflect that many of those who would be our best National School Teachers are deterred from undertaking such duties by inability to support themselves and their families in such a position.

Until the stipends of our elementary schoolmasters shall equal the salaries of respectable clerks in banking houses, merchants' and lawyers' offices, we shall lose the services of many of those who would be our most enlightened and efficient masters.

On the other hand, also, we must look to this deficiency of proper stipends as the chief, if not the only cause, of the not inconsiderable number of inefficient and unworthy teachers in our elementary schools.

It may not be out of place here to enter more fully into this subject.

Teachers.

Perhaps the greatest practical evil in our elementary Schools is the want of well-qualified, properly-trained, earnest, and religious Teachers. Their number is, I am thankful to say, increasing; but the supply is as yet by no means equal to the demand. During the last year, I have been continually applied to for assistance on this point. In very few instances have I been able to recommend persons duly qualified for the situations. And this deficiency is two-fold; first, of Teachers in our schools, arising from inability on the part of the managers to pay them sufficient stipends; secondly, of persons fit for the work. We have neither means to secure the services of such persons, nor, if we could offer them the wealth of Crœsus, is there a sufficient number of persons for the service of our schools. The testimony which the Northern District offers on this head is as follows:—

In 441 schools which I visited during the year 1845, having on their books 43,533 children, with an average attendance of 33,188, there are only 495 Teachers of any kind—good, indifferent, and bad. Under the term Teacher, I do not here include any sewing mistress who comes only for the afternoon, and teaches nothing but needlework.

This number would give an average of 88 children to each Teacher if the number on the books be considered, or of 67 if the average attendance be taken.

It is my firm and increasing conviction that no Teacher, whatever his excellence may be, can *truly educate* above 50 children—can instruct them in school and watch over them during the hours of recreation—can inform their minds and influence their hearts;

in short, can, as far as human means are available to such an important end, train up in time creatures made for Eternity.

Even then, on the broad average given above, these Teachers, if my view be correct, have more children under their care than they can really educate. And it must be remembered that, in a majority of cases in the families of the poor, there is no home-education, there is nothing—with few and bright exceptions—in the poor man's "home,"—in the unthrift of a scanty subsistence, *or the indecency of an over-crowded bed-room,** to impress on children's minds the lessons which they have learned at school—to give a deeper and more lasting touch to the impressions which they have received from the hands of the master, and to convince them, if I may so speak, of the reality and living truth of that which they have been taught. In many families the schoolmaster is the only teacher of good; the parent, alas! only *one* teacher of evil. This must not be forgotten in considering the school-master's position.

And in referring to the actual number, in average attendance at the schools, I find with average attendance not exceeding

50	children .	90 schools.
30	,, .	47 ,,
20	,, .	22 ,,
		159 schools,

or 159 schools with an attendance not exceeding 50 children. It may be conceived how much this circumstance increases the average attendance at other schools, and the inability of the Teacher to educate the children committed to his charge.

Accordingly these are the following cases:—

Hull, Saint James's .	242	boys under one master.
	124	girls under one mistress.
Hull, Saint Mark's .	110	boys under one master.
Saint Stephen's	139	ditto.
	104	girls under one mistress.
Leeds, Christ's Church	250	boys under one master.
Quarry Hill .	120	ditto.
Saint Saviour's	170	ditto.
	145	girls under one mistress.
Saint James's	140	boys under one master.
Keighley, ...	180	ditto.
	140	girls under one mistress.

* I observe in the charge made by the judge (Mr. Justice Patterson) to the Grand Jury at the Lancashire Lent Assises, 1846, that his Lordship says, "No 19 was an extraordinary case, but he found that it was not very uncommon to find people in Liverpool living in the way described there. It appeared they lived in a cellar. A man and his wife slept in one bed; a young woman and a boy, 6 years of age, in another; and a young man, 16 years of age, in a third;—all in one cellar! The man was charged with having committed a rape upon the young woman."

Whitby,	145	boys under one master.
Sunderland,	200	ditto.
	150	girls under one mistress.
Kirkstall,	145	boys under one master.
Oldham, Saint Peter's	170	ditto.
Sheffield, Saint Paul's	160	ditto.
Staley Bridge,	184	ditto.
Cheetham Hill,	133	girls under one mistress.
Sheffield, Saint Mary's	160	boys under one master.
	230	girls under one mistress.
Walmgate, York,	142	boys under one master.
Meltham Mills,	138	girls under one mistress.

It would not be difficult to extend this list. I have selected the most striking instances, and the result is this—

That 24 Teachers have, on an average, 159 children each to instruct, to warn, to watch, to correct, to encourage, to guide; in short, to educate!

It is true that in some of the above-mentioned cases there are monitors to help (as it is supposed) the Master or Mistress. In the excellent School of Saint Mary's, Sheffield—a truly model school, both in its moral tone and intellectual progress—there are young people in training, who are of some assistance to the Teachers. But, with this exception, the Teachers have to struggle as it were single-handed, with the many-headed, many-minded mass of their schools. What is the consequence? the better the master the more speedily will he be worn out, the more surely will he be unfitted for his duties. If he will not quit his post, he must either die at it or see it taken by the enemy.

There are, I know, my Lords, men on whom their solemn responsibility sits more lightly,—who are content if their school look well. Ignorant of their holy mission of Teachers, they are good drill-serjeants; accurate observers of time and place and order, they set off to advantage the outside of their schools, and regard with complacency the pretty bubble, till, as it surely will, it bursts; and behold! there is nothing in it. Such men will not do for the educational wants of our, or indeed of any, days.

Of the 495 Teachers of whom I have spoken above, not more than one-ninth has been regularly trained for their work. By regular training, I mean education in one of the Training Schools *for the whole time* required by the Institution. It is no uncommon thing for Teachers to say (excusably enough) that they were trained at this or that college, when, in truth, they have been there only for a brief period; it may be during a vacation, or three months' absence from their own schools. Of the whole number of Teachers mentioned (495), I cannot think that above two-thirds are tolerably qualified for their many and important duties, and I must further express my belief that one-third are insufficient, neither intended by nature nor fitted by art for the situation in which they are

placed. At one school in Yorkshire, the master is a poor hunch-backed man, very deaf and ignorant, placed in his situation by the parochial authorities, that he may not be burdensome to them for his support. His only qualification is that he writes a good hand. At another school, on the borders of Lancashire, the master is a crippled weaver "put in" as they plainly told me "by the parish to save expense." At a school in Westmoreland, I found that the master and mistress were each of them small farmers, more skilled, I should conceive, in the cultivation of fields, than of children's intellects. They do not however give instruction in that branch for which they are most competent. At a place in Yorkshire, I found a master of notoriously immoral conduct, ignorant and violent in school, brutal and profane when out of it. Yet it seems doubtful whether the Trustees have the power, if indeed they all have the wish, to eject him from a situation which he fills to his own disgrace and to the positive evil of the children under his control. At another place, in two verses of a hymn which was written out by the school mistress (trained, it should be said, only in a town school), there were the following mistakes in spelling "road" for "rode," "baid" for "bade," "how" for "who!"

Monitors.

In 30 schools only, out of the whole number (441), which I visited in my late tour, are there assistant-teachers at all (as I believe) worthy of the name. And of these some are very young, and most of them little experienced in teaching. In the remaining schools (411), the only assistance, if indeed it is to be called so, is from unpaid (or in a few cases insufficiently paid), generally unwilling, and almost always ignorant monitors. I believe it difficult to say whether, under existing circumstances, monitors more injure the school *internally* by their insufficient and frequently erroneous teaching, or *externally* by removing from the parents' minds all hope of the improvement of their children in a school taught on such a method. A schoolmaster in Lancashire, in speaking of the objection of parents that their children should act as monitors, says —"They fancy that the boys would be kept back by acting as monitors. It was proposed to give them extra lessons after school as a compensation for their labour. But the parents would not allow them to be kept beyond time. The consequence is, that the school suffers in education and discipline through the inefficiency and constant change of monitors." In nine-tenths of the schools under my inspection, the monitors are children of the first, second, and sometimes third and fourth classes, taken in turn, "as they come," without any preparation for their work; without any peculiar qualifications for it. The only reason is, that it is their turn; and it must be confessed that they often show the unreasonableness of this reason by staying at home when their turn of teaching arrives. It

is well to remark, that the parents, in most cases, encourage their child in thus absenting himself from the school. They have often expressed to me their feelings. "They did'nt wish theirs to teach t'others; they want them to larn." Nor, on the other hand, do they wish their children to learn from others. For, as they say, "What's master for?" The feelings of the poor on this subject may perhaps guide us to the truth on a point which has often been observed but not sufficiently explained, viz., the not unfrequent unpopularity of our National schools. I have often been told that the regularity of attendance, the cleanliness of person, and neatness of dress required at them, operate unfavourably against them in the minds of the poor. The first objection is easily answered by the fact, that where the attendance is allowed to be irregular it is by no means more numerous than in those places where the rules of the school are more strictly observed. With regard to the second point, there is no doubt that the majority of parents (even the untidy and the unwashed) would rather see their children neat and clean than the reverse. And though in many places—towns especially, in the manufacturing districts, sectarian prejudices exist to great extent, and probably in some degree are directed against, and are injurious to, the Church school, yet there is, I think a feeling in the breasts of those who are not influenced by such prejudices, unfavourable to our schools on the National system. The Dame's school, with an equal or higher fee, frequently takes off more than its fair share of the village children. The (so-called) Private school, with a payment four times as great, carries away the choicest specimens of the youthful flock. Doubtless, even in humble life, there is something in the *exclusiveness* of a private school, which recommends it to our aristocratic English nature. But there is something besides this feeling which operates against our National schools, in the minds of those whom it is our chief aim to conciliate. It is, I believe, the Monitorial system.

To return to the Monitors themselves. They are in general very young—rarely 13 years of age. I have found a boy of 9 teaching children of his own age. But their average age in boys' schools is 11. In girls' schools it is rather higher and may reach 12 years. What and how shall they teach others? They are ignorant of the subjects taught. They go heavily and unlovingly to it. A card in one hand, the other in their pockets, they go singly or in pairs to their work. What is it? a reading lesson, seldom with any questions, but with spelling afterwards. I have often stood by in silence and heard the grossest blunders made in both—words miscalled—left out—half said—others substituted for them.—The monitor takes no notice. He frequently does not recognize the blunder if he hear it. In general he does not hear it. His thoughts are elsewhere—"Mens est in patinis." Or if he be, as is at times the case, a sharp lad, and attentive as a teacher, then he is almost invariably too sharp and too impatient of the slowness of his class.

He pushes one back to the chalk-line, and pulls another forward, and disturbs all. He corrects an error in a rough assuming tone, as if he had rather expose the ignorance than guide the helplessness of the learner. At such an age, and with so little self-knowledge, it can hardly be otherwise.

Nor is it, as I am informed, an unfrequent occurrence in the intercourse between the monitor and his pupils, that he should receive bribes from them, either that he may advance them in the class, or screen them from punishment. Marbles, apples, oranges, nuts, and sometimes a penknife have been mentioned to me as the price of the monitor's favour! trifles they may seem, yet heavy enough to weigh down all the truthfulness and honesty of the character of childhood, and to impress upon it the first deep marks of hypocrisy and falsehood. On the other hand, also, if the boys in the class are bigger and stronger than the monitor, they are not less prodigal of their threats to him when out of school, than the more timid are of their promises. In a school in which I was interested for some years, the monitors made several complaints that the bigger boys "bullied them for putting them down."

The following are notes on a teacher's class, *i. e.* monitors in a girls' school in Yorkshire:—"Teacher's class unworthy of the name—generally inattentive to the business of the school—much silly laughing when questions were put—reading, only indifferent—few questions intelligently answered—foolish guesses. *Q.* 'Who was Joseph's own brother?' *A.* 'Pharaoh'—'Egypt'—'Isaac,' &c. Writing coarse, and books not clean—little arithmetic, only a few in Long Multiplication—no girl wrote correctly from dictation, 90,002,074—Catechism learned by rote." Again, in another school:—"The monitors took no notice of the children working and knitting during prayers. None of the girl-teachers could do a sum in Compound Multiplication which they professed. One of them brought me a sum in Simple Multiplication incorrectly done."

I have frequently, when examining the class, and unable to obtain an answer from the children in it, put the same simple question to the monitor, or monitors, as the case might be, and received no answer, or a very incorrect one.

Under such teaching it would be useless to expect much intelligent progress in our schools. It is still less likely that any improvement in moral or religious tone will arise from such a source. The Tables which follow will show the state of many schools in these points.

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	Places.
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„ Income equal to expenditure	16
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But this general statement gives no idea of the difficulty experienced in some localities in raising funds for the education of the poor. And it must not be forgotten that the number of teachers (whose stipends form the chief item of expenditure in our schools) is altogether insufficient. Further, the stipends now paid to those employed are also, in general, too small. I assume that the lowest stip end paid to a good master should be 60*l.*, to a mistress 40*l.* That they should, in addition, have a comfortable residence, rent free. But what is the actual state of the case?

In taking 30 schools (town and country) I obtain the following result:—

	£.	*s.*	*d.*
Total income of 30 masters	1296	0	0
Average income	43	12	0
Of these 10 only have houses rent free.			
Total income of thirty mistresses . . .	967	0	0
Average income	32	4	8
Of these nine only have houses rent free.			

These numbers are not selected but taken at hazard from any part of the Northern District.

It appears further that there are only eight places in the whole of this district where the master's stipend equals, or is above, 80*l.*, and 13 others where it equals, or is above, 70*l.*

In only two of these places is there a residence for the master, rent free.

It is true that the best teachers do not look only, nor chiefly to a pecuniary recompence for their services. They have felt their call, and undertaken their great work, with a larger view and in a different spirit. They have determined to devote themselves to what is at the best a most laborious, and generally a thankless

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Education—*continued.*

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday.	
Wilsden	×	17 Trustees	Boys and girls, mixed.	..	In bad repair; built for an infant school; gallery and offices very bad.
Keighley	..	10 Trustees	Boys Girls Infants	224 289 } 513	A noble school in all its arrangements; not under examination.
Silsden	×	4 Trustees	Boys Girls	..	Inhabitants complain of the high rates of payment; only one inconvenient yard.
Burley . . .	..	..	Boys Girls	..	Badly situated; examination of children in other list.
Guiseley	×	×	Boys Girls	..	Arrangement of offices very inconvenient; no play-ground.
Low Harrogate .	×	×	Boys and girls, mixed.	..	School-room too small for the children; no division between the yards.
Grewelthorpe . .	Incumbent and Church-wardens	×	Boys and girls, mixed.	..	Deficient in ventilation; a fair village school; no division of yards.
Ripon (Trinity) . .	×	×	Boys Girls Infants	69 100 } 169	Wood-work not very sound; school in a healthy state of discipline.
Wigginton . . .	×	3 Trustees	Boys and girls, mixed.	..	Village feast; only a few little children; apparently intelligent master.
York, Micklegate .	×	6 Trustees	Boys	..	Few boys present; York fair; good room; well ventilated.
Burton-Agnes . .	×	×	Boys and girls, mixed.	..	Endowed school; very clean and in good order; no fees for reading, writing, and the simple rules of arithmetic.
Kirby Misperton . .	×	×	Girls	..	Room in bad repair; one not used; both damp; trees at the back too near.
Yeddingham . . .	×	×	Boys and girls, mixed.	..	A poor building; not inclosed; school of 12 children, who answer intelligently simple questions.
Allerston	Minister and Church-wardens	×	Boys and girls, mixed.	..	Badly provided in all respects; little progress of children; no education.

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Education—*continued.*

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday.	
Scarboough . . .	..	17 Trustees	Boys	..	Offices in bad repair; ventilation of school not good.
Hutton Rudby . .	Minister	..	Boys Girls	..	Roof wants repair; examination of children in other list.
Husthwaite . . .	Churchwardens and Overseers.	×	Boys and girls, mixed.	..	Fair village school; no apparatus; different rate of fees.
Barnoldswick . .	×	×	Boys and girls, mixed.	..	Site not inclosed; clergyman much interested in the school.
Grindleton . . .	×	×	Boys 52 Girls 55 } 107		Two small schools; not much progress made.
Thorpe-Hesley . .	..	..	Boys Girls	..	Building not well finished; arrangement of rooms very bad.
Ecclesall	×	12 Trustees	Boys Girls	..	Bad offices; school in a very satisfactory state; under an intelligent master.
Darnall	..	..	Girls Infants	..	School lately re-opened; promises well.
Wadsley	..	3 Trustees	Boys Girls Infants	..	Handsome buildings; discipline of schools very good; progress moderate.
Pitts-moor . . .	..	5 Trustees	Boys 146 Girls 100 } 240		School managed by committee of laymen; in a very satisfactory state.
Rawmarsh . . .	×	11 Trustees	Infants	..	Offices filthy; infants' school under a careful and intelligent mistress.
Whiston	×	2 Trustees	Boys and girls, mixed.	..	Good and convenient buildings; school not made much progress.
Adwick-le-Street .	×	×	Boys and girls, mixed.	45 55 } 100	Only a few children present; inconvenient offices.
Egglescliffe . . .	×	7 Trustees	Boys and girls, mixed.	..	Building not substantial, nor in good repair; damp and badly situated.
Wo'viston . . .	×	×	Boys and girls, mixed.	..	Children absent for a vacation.

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Education—*continued.*

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday.	
Greatham	..	5 Trustees	Girls & infants	..	Pleasing little school; under a kind mistress; carefully tended by the clergyman and his wife.
Helton-le-Hole	..	..	Boys Girls	..	Building erected at very small cost; examination in other list.
Seaham Harbour	×	×	Boys Girls	..	Room not in good repair; large cracks in the ceiling; ventilation bad.
Sunderland	..	..	Boys Girls	..	Large and important schools, in a thriving state; too many children under each teacher.
Southwick	×	6 Trustees	Boys Girls	..	A very good girls' school, under an excellent mistress; school not inclosed.
South Hylton	×	3 Trustees	Boys Girls	..	Ventilation bad; mistress's house under the girls' school, small and damp.
Heworth	..	..	Boys Girls	..	Close to a railroad; trains passing disturb the school.
Newcastle, Castle Garth.	Incumbent of T. h.	×	Boys Girls	..	Situation unpleasant; ash-hole just below window of boys' school.
North Shields	..	3 Trustees	Boys Girls	..	Handsome and substantial building, well ventilated; children not examined.
South Shields	Curate and Churchwardens.	×	Boys Girls	..	Room ill ventilated; children too much crowded; very intelligent teachers.
Sugley-Field	×	×	Boys and girls, mixed.	..	Neat building, with no offices; school making fair progress.
Newcastle, St. Andrew	×	1 Trustee	Boys Girls Infants	..	Offices inconvenient; rooms crowded; schools in satisfactory state.
—— St. John	..	..	Boys Girls Infants	..	State of school, buildings, windows, &c., improved since last year.
Chillingham	..	..	Boys and girls	..	Examination of children given in other list.
Belford	..	..	Boys and girls	..	Ditto; number of children on the decrease.

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Education—*continued.*

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday.	
Cornhill	×	3 Trustees	Boys and girls, mixed.	..	School not inclosed, nor well ventilated; children making fair progress.
Harbottle	×	2 Trustees	Boys and girls, mixed.	..	Neat school buildings badly ventilated; children not examined.
Elsdon	×	×	Boys and girls, mixed.	..	Children absent for holiday; spouts wanted at the back of the building.
Corbridge	×	×	Boys and girls, mixed.	..	Brick pavement of floor wants renewing; children apparently intelligently taught.
Melkridge	..	6 Trustees	Boys and girls, mixed.	..	Windows not yet hung in sashes; building open to the road; no offices.
Drumburgh	×	8 Trustees	Boys and girls, mixed.	..	Not inclosed; badly ventilated; only two of six windows open.
Fingland	×	4 Trustees	Girls	..	Very neat building; entrance badly arranged.
Stanwix	..	..	Boys Girls	..	Good and convenient buildings; examination in other list.
Whitehaven	..	8 Trustees	Boys Girls	..	Children not examined; offices in very bad repair; boys' school thriving.
Frington	×	4 Trustees	Boys and girls, mixed.	..	Children not in school; building not inclosed; no ventilation.
Dacre	×	6 Trustees	Boys and girls, mixed.	..	Neat building not inclosed; children not fully examined.
Martindale	..	..	Boys and girls	..	A school *sui generis* on the Fell; master and mistress independent people.
Middleton Teesdale.	Rector, Churchwardens, and Overseers.	×	Girls & infants	..	Pleasing school under a careful mistress, well watched over by the clergyman and his family.
Kirby Stephen	×	9 Trustees	O	..	School situate in the church-yard; only open on Sundays.
Lindale in Cartmell.	..	..	Boys and girls	..	School decreasing in numbers; examination in the other list.
Ulverstone	×	14 Trustees	Boys Girls	..	Building and play-grounds, good and well arranged; partly examined the children.

Schools aided by Grants from the Lords of the Treasury before the creation of the Committee of Council on Eduction—*continued.*

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday	
Sawrey	×	3 Trustees	Boys and girls, mixed.	..	Room used as the district chapel; filled with pews; no offices.
Manchester, Coll. Ch.	Warden and Fellows.	×	Boys Girls	..	Spacious rooms insufficiently ventilated; girls' school in satisfactory state.
Hulme, Trinity . .	×	×	Boys Girls	..	Apparently a very good school; rooms badly ventilated and lighted.
Ancoats	×	×	Infants Girls	Yes	Very spacious room, not well ventilated; streets unpaved; no examination.
Gorton	×	9 Trustees	O	Sunday	School only open on Sundays; writing taught!
Etherley	..	..	Boys and girls	..	Not in very good repair; inclosure incomplete; examination in other list.
St. Alban's, Windy Nook.	..	..	Boys Girls	..	Handsome buildings; examination given in other list.
Failsworth . . .	..	..	Boys and girls	..	Drainage insufficient, and floor in need of repair; school much improved since last year.
Oldham, St. James .	×	×	Boys Girls Infants	..	Master unwell; only a few little children present; no examination.
Hollingwood . .	..	..	Boys Girls	..	Room insufficiently warmed; schools making good progress; improved since last year.
Oldham, St. Peter .	..	..	Boys Girls Infants	..	Large and convenient buildings; boys' school doing well; girls' unsatisfactory.
Wooler	..	..	Boys and girls	..	Master's house rented by another person; examination in other list.
Carlton in Coverham	..	..	Boys and girls	..	School-room in front of the chapel; school not flourishing.
Dalton	..	..	Girls	..	Room attached to the chapel; wants ventilating; examination given.
Easington . . .	..	..	Boys and girls	..	Room inconvenient; great want of discipline.
High Harrogate . .	..	..	Boys and girls	..	Room not well contrived nor lighted; examination in other list.
Kilnhurst . . .	..	..	Boys and girls	..	Not inclosed in front; children had made little progress.

Schools aided by Grant from the Lords of the Treasury before the creation of the Committee of Council on Education—*continued.*

Name of School.	Trustees.		School.		General Condition.
	Corporation.	Individuals.	Daily.	Sunday.	
Knaresborough . .	..	..	Girls Infants	..	Ventilation bad; want of discipline; examination in other list.
Woodhouse . . .	..	..	Boys Girls	..	Very handsome building; new trustees should be appointed here.
Gateshead . . .	..	..	Boys Girls Infants	..	Handsome and substantial building; examination in other list.
Shildon	..	..	Boys Girls	..	Badly-arranged rooms; offices inconvenient; examination in other list.
Leeds, St. Saviour .	..	..	Boys Girls Infants	..	Building handsome and substantial; staircase too steep; offices dirty.
Northallerton . .	..	..	Boys Girls Infants	..	Boys' and girls' school not large enough for the number of children.

Schools aided by Grants from the Committee of Council on Education.

I NOW proceed to the second class of schools on the Inspector's list for the year 1845. They are such as have received aid from your Lordships' Committee. Amongst them are also 40 which have already been spoken of, as to their outward circumstances, in the class of Treasury Schools. And there are further added to them such schools of the third class as furnished full reports in answer to the circular which I addressed to them announcing my intended visit. I have arranged below tabular statements of all these schools, of their incomes and expenditure; of their general intelligence and moral tone; of the general state of knowledge in the chief subjects taught in them; of their condition in the principal points of religious and moral training; of their discipline; of some of their external and internal circumstances, and some (necessarily) brief remarks on their most striking features.

To the tables of income and expenditure of schools I have also appended two others. One showing the date of erection of 96 schools; the material of which they are built; the accommodation which they afford; their whole cost and the cost per head for each child. The other, taking the average expense for educating a child throughout the Northern Districts, shows the actual expense at 43 places of various character in different parts of it; in manufacturing towns; in country villages: in purely agricultural schools; in mining places; some of the largest and some of the smallest schools in the whole district.

These tables are interesting, as affording some, if only a very imperfect idea of the value of such tables, accurately prepared for every school in the kingdom. It is, my Lords, a subject of continual regret with Her Majesty's Inspectors of Schools that they are able in their reports to furnish so little valuable statistical information. They are continually reminded by the circumstances of their mission, that their statements can only be guesses at truth, or a few scattered truths gleaned here and there, with much labour, in the wide field of national education. They never see the whole of that great field. They visit only portions of it, lying often far apart, without order and connexion. They report faithfully on what they observe; but it must not be forgotten, that a great measure of the wide surface never comes under their observation. Much is therefore left unknown and unrecorded. But how valuable it would be if we were able to state with some certainty what the cost of a school building should be in a particular district; how much per child to be educated in it; what additional expense a teacher's residence would cause; what local circumstances should be considered; the value of site; facility of drainage; advan-

tages of enclosure, &c.! Again, what the annual expenses of the school should be; the stipends of teachers; allowances for repairs and alterations; cost of books; furniture and apparatus; of fuel, varying very much in different parts of the kingdom; of lighting and cleaning the school; with other incidental expenses. It is easy to see how the best and most economical methods would be practised, when the best and most economical methods were generally known, and recommended. At present little is generally known on these points, and therefore comparatively little improvement is made.

I have also drawn up summaries of the other tables, that the state of the schools, in other respects, may, as far as is possible, be seen at a single glance; and I have appended to them such remarks as arise naturally from a review of their condition.

The first subject under consideration, as to the schools which have received grants from your Lordships' Committee, is *that* of their pecuniary means; the ability or deficiency of their funds to provide sound, religious, and secular education for the children who enter into them. This is, I believe, the most important point to be considered. If there be any weakness here it cannot fail to extend itself and enfeeble every part of our educational system. I give a list here of those schools from which, owing to some accident or mistake, no returns of the income and expenditure have been received.

Schools from which no returns have been made of income and expenditure:—

Knottingley.
Leeds, St. Saviour.
Gawthorpe.
Halifax, St. James.
Bradford, Daisy Hill.
Morley Town End.
Gildersome; only open on Sundays.
Horbury, Mossley, Kirkstall } Not at work for a year.
Stannington, Dungworth Hill } Closed for want of funds.

Incomes and Expenditure of Schools.

On this head I have received returns from 150 places. They are not in all cases so full as is desirable, but they are more than sufficient to prove the grievous deficiency of pecuniary means in the northern district for the support of elementary schools. They are arranged in two tables (A and B); the first of the different items which make up the income, and form the annual expenditure

of the schools; the second, of the whole amount of the income and expences, and also of the excess of one or of the other.

From these tables it appears that there are—

	Places.
With income greater than expenditure . . .	45
„ Income equal to expenditure	16
„ Income less than expenditure	89
	150

But this general statement gives little idea of the pecuniary difficulties of our schools. In the list of those from which the returns are made, 26 were last year (in part) supported by grants from the National or some Diocesan Society. Of these are seven schools which I have reckoned above with "incomes greater than or equal to their expenditure." As the grants are uncertain and some have been withdrawn this year, these schools must also be added to the number 89 which have incomes less than their expense; *i. e.* 89 + 7 or 96.

But moreover, in the expenses given in the table, 34 places have made no returns beyond the stipends of their teachers; 23 of these are of the number reckoned with incomes greater than or equal to their expenditure. If the returns had been fully made and the necessary expences of the schools, such as repairs, furniture, books, fuel and candles, cleaning, &c., had been given, they would also have been placed amongst those which have incomes less than their expenditure.

So that the number of these schools is 96 + 23 or 119. Or, generally, at 150 places, the schools of 119 may be called insolvent, 31 may be called solvent, or four-fifths of the schools in the Northern District are unable to support themselves!

I would remark here that in the Report, which I had the honour to present to your Lordships last year, the number of schools out of 150 which could then be called insolvent was only 77 (Report p. 297), or about half of the whole number. It is now, as I have shown, four-fifths!

Some schools were, during last year, supported (in part) by aid from the Special Fund of the National Society, from which that aid has now necessarily been withdrawn.

It should be observed that the difference between the income and expenditure of our elementary schools is not, in general, of any great amount; yet it is not small when compared with the whole income of the school, and its burden, whatever it be, generally falls upon one who is little able to bear it;—I mean the clergyman, who has already contributed according to his means to the funds of the school. But, in order to observe more fully the

pecuniary deficiencies of our schools, it appears from the returns given in the tables that—

	£.	*s.*	*d.*
The Income of 150 places is . .	10,745	9	8
Or an average to each place . .	71	15	11
Whilst the expenditure of 150 . .	12,011	14	1½
Or an average to each	80	1	6¾

It must however be remembered that the difference (8*l.* 5*s.* 7¾*d.*) between these two averages does not accurately represent the average deficiency of each school; the deficient returns in expenditure of 34 places must be taken into account, which will raise the average deficiency of income to each place to about 10*l.* 10*s.* This average will be further increased to about 12*l.* 5*s.* when we consider that the 31 "solvent schools" are not to be reckoned in the number for which the average is taken. So that the conclusion is that nearly one-sixth of the sum necessary to support our elementary schools in the Northern District is wanting!

But this general statement gives no idea of the difficulty experienced in some localities in raising funds for the education of the poor. And it must not be forgotten that the number of teachers (whose stipends form the chief item of expenditure in our schools) is altogether insufficient. Further, the stipends now paid to those employed are also, in general, too small. I assume that the lowest stip end paid to a good master should be 60*l.*, to a mistress 40*l.* That they should, in addition, have a comfortable residence, rent free. But what is the actual state of the case?

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It is true that the best teachers do not look only, nor chiefly to a pecuniary recompence for their services. They have felt their call, and undertaken their great work, with a larger view and in a different spirit. They have determined to devote themselves to what is at the best a most laborious, and generally a thankless

office, one that is equally under-valued and under-paid. In training Christian children, they look in faith to Him who has promised that the least service done to His little ones shall not be without its reward.

But it is sad to reflect that many of those who would be our best National School Teachers are deterred from undertaking such duties by inability to support themselves and their families in such a position.

Until the stipends of our elementary schoolmasters shall equal the salaries of respectable clerks in banking houses, merchants' and lawyers' offices, we shall lose the services of many of those who would be our most enlightened and efficient masters.

On the other hand, also, we must look to this deficiency of proper stipends as the chief, if not the only cause, of the not inconsiderable number of inefficient and unworthy teachers in our elementary schools.

It may not be out of place here to enter more fully into this subject.

Teachers.

Perhaps the greatest practical evil in our elementary Schools is the want of well-qualified, properly-trained, earnest, and religious Teachers. Their number is, I am thankful to say, increasing; but the supply is as yet by no means equal to the demand. During the last year, I have been continually applied to for assistance on this point. In very few instances have I been able to recommend persons duly qualified for the situations. And this deficiency is two-fold; first, of Teachers in our schools, arising from inability on the part of the managers to pay them sufficient stipends; secondly, of persons fit for the work. We have neither means to secure the services of such persons, nor, if we could offer them the wealth of Crœsus, is there a sufficient number of persons for the service of our schools. The testimony which the Northern District offers on this head is as follows:—

In 441 schools which I visited during the year 1845, having on their books 43,533 children, with an average attendance of 33,188, there are only 495 Teachers of any kind—good, indifferent, and bad. Under the term Teacher, I do not here include any sewing mistress who comes only for the afternoon, and teaches nothing but needlework.

This number would give an average of 88 children to each Teacher if the number on the books be considered, or of 67 if the average attendance be taken.

It is my firm and increasing conviction that no Teacher, whatever his excellence may be, can *truly educate* above 50 children—can instruct them in school and watch over them during the hours of recreation—can inform their minds and influence their hearts;

in short, can, as far as human means are available to such an important end, train up in time creatures made for Eternity.

Even then, on the broad average given above, these Teachers, if my view be correct, have more children under their care than they can really educate. And it must be remembered that, in a majority of cases in the families of the poor, there is no home-education, there is nothing—with few and bright exceptions—in the poor man's "home,"—in the unthrift of a scanty subsistence, *or the indecency of an over-crowded bed-room,** to impress on children's minds the lessons which they have learned at school—to give a deeper and more lasting touch to the impressions which they have received from the hands of the master, and to convince them, if I may so speak, of the reality and living truth of that which they have been taught. In many families the schoolmaster is the only teacher of good; the parent, alas! only *one* teacher of evil. This must not be forgotten in considering the school-master's position.

And in referring to the actual number, in average attendance at the schools, I find with average attendance not exceeding

50 children	.	90 schools.
30 „	.	47 „
20 „	.	22 „
		159 schools,

or 159 schools with an attendance not exceeding 50 children. It may be conceived how much this circumstance increases the average attendance at other schools, and the inability of the Teacher to educate the children committed to his charge.

Accordingly these are the following cases:—

Hull, Saint James's	.	242 boys under one master.
		124 girls under one mistress.
Hull, Saint Mark's	.	110 boys under one master.
Saint Stephen's		139 ditto.
		104 girls under one mistress.
Leeds, Christ's Church		250 boys under one master.
Quarry Hill	.	120 ditto.
Saint Saviour's		170 ditto.
		145 girls under one mistress.
Saint James's		140 boys under one master.
Keighley, ...		180 ditto.
		140 girls under one mistress.

* I observe in the charge made by the judge (Mr. Justice Patterson) to the Grand Jury at the Lancashire Lent Assises, 1846, that his Lordship says, "No 19 was an extraordinary case, but he found that it was not very uncommon to find people in Liverpool living in the way described there. It appeared they lived in a cellar. A man and his wife slept in one bed; a young woman and a boy, 6 years of age, in another; and a young man, 16 years of age, in a third;—all in one cellar! The man was charged with having committed a rape upon the young woman."

Whitby, ...	145	boys under one master.
Sunderland, . . .	200	ditto.
	150	girls under one mistress.
Kirkstall, ...	145	boys under one master.
Oldham, Saint Peter's	170	ditto.
Sheffield, Saint Paul's	160	ditto.
Staley Bridge, . .	184	ditto.
Cheetham Hill, . .	133	girls under one mistress.
Sheffield, Saint Mary's	160	boys under one master.
	230	girls under one mistress.
Walmgate, York, .	142	boys under one master.
Meltham Mills, . .	138	girls under one mistress.

It would not be difficult to extend this list. I have selected the most striking instances, and the result is this—

That 24 Teachers have, on an average, 159 children each to instruct, to warn, to watch, to correct, to encourage, to guide; in short, to educate!

It is true that in some of the above-mentioned cases there are monitors to help (as it is supposed) the Master or Mistress. In the excellent School of Saint Mary's, Sheffield—a truly model school, both in its moral tone and intellectual progress—there are young people in training, who are of some assistance to the Teachers. But, with this exception, the Teachers have to struggle as it were single-handed, with the many-headed, many-minded mass of their schools. What is the consequence? the better the master the more speedily will he be worn out, the more surely will he be unfitted for his duties. If he will not quit his post, he must either die at it or see it taken by the enemy.

There are, I know, my Lords, men on whom their solemn responsibility sits more lightly,—who are content if their school look well. Ignorant of their holy mission of Teachers, they are good drill-serjeants; accurate observers of time and place and order, they set off to advantage the outside of their schools, and regard with complacency the pretty bubble, till, as it surely will, it bursts; and behold! there is nothing in it. Such men will not do for the educational wants of our, or indeed of any, days.

Of the 495 Teachers of whom I have spoken above, not more than one-ninth has been regularly trained for their work. By regular training, I mean education in one of the Training Schools *for the whole time* required by the Institution. It is no uncommon thing for Teachers to say (excusably enough) that they were trained at this or that college, when, in truth, they have been there only for a brief period; it may be during a vacation, or three months' absence from their own schools. Of the whole number of Teachers mentioned (495), I cannot think that above two-thirds are tolerably qualified for their many and important duties, and I must further express my belief that one-third are insufficient, neither intended by nature nor fitted by art for the situation in which they are

placed. At one school in Yorkshire, the master is a poor hunch-backed man, very deaf and ignorant, placed in his situation by the parochial authorities, that he may not be burdensome to them for his support. His only qualification is that he writes a good hand. At another school, on the borders of Lancashire, the master is a crippled weaver "put in" as they plainly told me "by the parish to save expense." At a school in Westmoreland, I found that the master and mistress were each of them small farmers, more skilled, I should conceive, in the cultivation of fields, than of children's intellects. They do not however give instruction in that branch for which they are most competent. At a place in Yorkshire, I found a master of notoriously immoral conduct, ignorant and violent in school, brutal and profane when out of it. Yet it seems doubtful whether the Trustees have the power, if indeed they all have the wish, to eject him from a situation which he fills to his own disgrace and to the positive evil of the children under his control. At another place, in two verses of a hymn which was written out by the school mistress (trained, it should be said, only in a town school), there were the following mistakes in spelling "road" for "rode," "baid" for "bade," "how" for "who!"

Monitors.

In 30 schools only, out of the whole number (441), which I visited in my late tour, are there assistant-teachers at all (as I believe) worthy of the name. And of these some are very young, and most of them little experienced in teaching. In the remaining schools (411), the only assistance, if indeed it is to be called so, is from unpaid (or in a few cases insufficiently paid), generally unwilling, and almost always ignorant monitors. I believe it difficult to say whether, under existing circumstances, monitors more injure the school *internally* by their insufficient and frequently erroneous teaching, or *externally* by removing from the parents' minds all hope of the improvement of their children in a school taught on such a method. A schoolmaster in Lancashire, in speaking of the objection of parents that their children should act as monitors, says —"They fancy that the boys would be kept back by acting as monitors. It was proposed to give them extra lessons after school as a compensation for their labour. But the parents would not allow them to be kept beyond time. The consequence is, that the school suffers in education and discipline through the inefficiency and constant change of monitors." In nine-tenths of the schools under my inspection, the monitors are children of the first, second, and sometimes third and fourth classes, taken in turn, "as they come," without any preparation for their work; without any peculiar qualifications for it. The only reason is, that it is their turn; and it must be confessed that they often show the unreasonableness of this reason by staying at home when their turn of teaching arrives. It

TABLE E.—*continued.*

NAME OF SCHOOL.	General Character of					
	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	History of England.
Lindley	Bad	Bad	Fair	0	0	0
Ripponden	Good	Good	Moderate	Little	Little	Little.
Halifax, St. James	Good	Good	Fair	"	"	"
Bradford, Daisy Hill	Bad	Fair	Bad	0	0	0
Eccleshill	Fair	Moderate	Moderate	Fair	0	0
Wibsey Low Moor	Infants' school.	"	"	"	"	"
Thornton	Bad	Bad	Bad	Fair	0	0
Manningham	Fair	Bad	Moderate	Little	0	0
Burley	Moderate	Fair	Bad	0	0	0
High Harrogate	Fair	Fair	Moderate	Little	0	Fair
Knaresborough	Fair	Good	Bad	0	0	0
Bishop Monckton	Fair	Fair	Moderate	Little	0	0
Clifton, York	Very good	Very good	Little	0	0	0
York, Walmgate	Fair	Very good	Good	Fair	0	Fair
Friday Thorpe	Bad	Good	Moderate	0	0	0
Foston	Good	Fair	Fair	0	Little	0
Hutton-Ambo	Very bad	Very bad	0	0	0	0
Whitby	Fair	Good	Good	Little	Little	Little.
Sleights	Fair	Good	Good	Little	Little	0
Easington	Fair	Good	Moderate	0	0	0
Normanby	Fair	Tolerable	Moderate	0	0	0
Hutton Rudby	Fair	Fair	Bad	0	0	0
Northallerton	Fair	Good	Good	Fair	Moderate	0
East Cowton	Moderate	Moderate	Little	0	0	0
Richmond	Very good	Good	Fair	Good	Fair	Good.
Ravensworth	Bad	Moderate	Bad	0	0	0
Dalton	Good	Very good	Moderate	Fair	0	Little.
Carlton-in-Coverham	Fair	Moderate	0	0	0	0
Kelbroke	Very bad	Bad	0	0	0	0
Lothersdale	Fair	Moderate	Hardly any	0	0	0

TABLE E.—*continued.*

General Progress.	General Tone.	REMARKS.
Little	Bad	Altogether wanting in discipline; master not without ability, but untrained as a teacher.
Fair	Good	Much improvement here; the master in earnest for the success of his school.
Good	Good	A good school, making fair progress, and in a happy state of discipline.
Little	Moderate	Only open a short time, and with few children; not much progress to be expected.
Moderate	Moderate	Great want of discipline and order; no regular master appointed.
Good	Good	A very thriving infant school, under a kind and earnest mistress.
Little	Good	A small school, with some prospect of good, under very discouraging circumstances.
Fair	Good	Good on the whole, under well-qualified teachers; arithmetic and catechism are deficient.
Little	Moderate	School only open for six months; not much progress made in the time.
Fair	Very good	Very pleasing in tone, and fair in progress, under a well-trained master.
Moderate	Fair	Moderate in discipline, and backward in intelligence; teachers' class very deficient.
Fair	Fair	Some improvement since last year; still very deficient in arithmetic.
Good	Very good	An excellent school, and most pleasing in all its arrangements; more arithmetic desirable.
Good	Good	Boys' school more advanced in all respects than the girls'; master unwell, and a new mistress just appointed.
Moderate	Fair	Not much improvement; reading bad; deficient in arithmetic; want of proper books.
Good	Good	A very promising school, under an earnest and intelligent master.
Very little	Bad	Bad in all respects; master not qualified for a teacher; few and ignorant children.
Fair	Good	Very successful for the time that it has been open; master very zealous, but has need of assistance in teaching so many children.
Good	Fair	Good on the whole, though not with the progress that I expected during the last year.
Fair	Good	Deficient in discipline; in other respects a good village school, and carefully watched over by the clergyman.
Fair	Good	An improving school, under a zealous master, with much experience in teaching.
Moderate	Moderate	Boys' school rather retrograded; girls' a little improved; not much interest shown by the managers.
Good	Very good	An excellent school in all its appointments; teachers doing their work faithfully and with success.
Little	Fair	Boys' school deficient in all respects; girls' a little improved; catechism by rote.
Good	Very good	An excellent school, under able and zealous teachers, and carefully tended by the clergyman.
Little	Moderate	No improvement; children very ignorant; master wants energy and decision.
Good	Good	Very improving school, under a mistress most anxious for its improvement.
Little	Moderate	A poor school, under disadvantageous circumstances, and discouraging to the master.
Little	Bad	Very bad school in all respects; children ignorant and undisciplined; master incapable.
Little	Fair	No improvement here, either in the number of children, or their progress.

TABLE E.—*continued.*

NAME OF SCHOOL.	General Character of					
	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	History of England.
Salterforth	Fair	Bad	Moderate	0	0	Little.
Walmersley	..	..	..	..	..	..
Barnsley, St. Mary	Good	Fair	Moderate	0	0	0
Ardsley	Good	Fair	Moderate	0	0	0
Darfield	Fair	Bad	Bad	Little	0	0
Bolton	Good	Very good	Good	Little	0	0
Swinton	Good	Moderate	Moderate	0	0	0
Kilnhurst	Fair	Fair	Moderate	0	0	0
Mexborough	Good	Moderate	Moderate	0	0	0
Eccleafield, Shire Green	Bad	Hardly any	Hardly any	0	0	0
Parson's Cross	Very bad	Bad	Moderate	0	0	0
Attercliffe	Moderate	Good	Moderate	0	0	0
„ Girls' School	Good	Very good	Little	0	0	0
Sheffield, St. Mary	Good	Good	Good	..	..	..
Wortley	Good	Very good	Good	Fair	0	Fair
Fulwood	Bad	Bad	Moderate	0	0	0
Darnall	Good	Good	Moderate	0	0	0
Sheffield, St. Philip	Good	Good	Moderate	..	0	..
Dungworth Hill	Not open.					
Norton	Moderate	Good	Moderate	Little	0	0
Owston	Good	Tolerable	Moderate	0	0	0
Wadworth	Fair	Fair	Moderate	0	0	0
Doncaster	Moderate	Moderate	Moderate	Tolerable	..	..
Arksey	Good	Fair	Moderate	Hardly	0	Hardly
Barnsley, St. George	Good	Fair	Moderate	Fair	0	0
Seaton Carew	Very good	Good	Fair	Good	..	..
Middleton-in-Stranton	Fair	Bad	Moderate	0	0	0
Castle Eden	Good	Fair	Fair	0	0	0
Framwelgate	Good	Fair	Moderate	0	0	0
Shincliffe	Fair	Good	Fair	Fair	..	0
Mrs. Burdon's (Castle Eden).	Good	Good	Fair	..	..	..
Byer's Green	Fair	Good	Fair	Little	×	0
Newfield	Good	Good	Tolerable	0	0	0
Whitworth	Good	Fair	Good	Good	0	Fair

TABLE E.—*continued.*

General Progress.	General Tone.	REMARKS.
Moderate	Fair . .	Only open a few months; master untrained, but apparently in earnest
. .	. .	. . . . .
Fair . .	Good .	A promising girls' school; like most of them, deficient in arithmetic.
Fair . .	Good .	A fair village school, under a careful mistress.
Moderate	Good .	A well-conducted school; inspected under unfavourable circumstances.
Good .	Good .	Village school, with much intelligence; master an able and experienced teacher.
Fair . .	Good .	Very pleasing school, with a well-qualified and kind mistress.
Moderate	Moderate	Not making much progress; children heavy and inattentive; master only been three days in the school.
Moderate	Good .	A pleasing school; not far advanced; mistress only been a short time in it.
Bad . .	Bad , .	Hardly to be called a school; nine little children under a master 74 years old.
Bad . .	Bad . .	A very bad school; master appears to have no notion of education; is violent and ignorant.
Moderate	Fair . .	School suffering much from recent change; master only been one month in his place; intelligent and in earnest.
Good .	Good .	Very good school; disturbed by a gallery of infants; experienced and careful mistress.
Good .	Very good	A capital school in all respects; teachers able and devoted; clergyman opens school daily with prayer and exposition of Scripture.
Good .	Good .	A very good village school; boys more advanced than girls; intelligent master.
Bad . .	Fair . .	Moderate state of progress; children ignorant; master inexperienced.
Fair . .	Good .	Only at work three months; ingenious and diligent mistress in either school.
Fair . .	Good .	Good school on the whole; master intelligent, but wanting in experience.
Moderate	Good .	Not much progress made; children sheepish; master diligent, wants method.
Fair . .	Good .	Fair village school; mistress only been three months.
Moderate	Good .	Tolerable school; master apparently well qualified, only been three days in it.
Small .	Moderate	Deficient in discipline and progress in both schools; great want of an infants' room.
Fair . .	Good .	A pleasing village school; mistress devoted to her work, and succeeding in it.
Fair . .	Very good	Pleasing in tone, and fair in progress; many of the elder girls lately left the school.
Good .	Very good	Excellent school, especially on the girls' side, under a devoted and well-qualified mistress.
Moderate	Moderate	No progress visible; decrease of children on the books.
Fair . .	Good .	School proceeding well; much improved since last visit; teachers intelligent.
Fair . .	Good .	Steady improvement here, under difficult circumstances; master very intelligent and right-minded.
Good .	Good .	Fair village school, under an intelligent master wanting experience.
Good .	Very good	Very good girls' school; children seem happy at their work; kind and able mistress.
Fair . .	Fair . .	Fair, with some improvement since last year; ingenious master; many new children from another school.
Fair . .	Good .	Decidedly improved in many respects; master in earnest, and popular with the parents of children.
Good .	Very good	Very good school, especially in the girls' room; teachers devoted to their work, and well qualified for it.

TABLE E.—*continued.*

NAME OF SCHOOL.	General Character of					
	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	History of England.
Etherley	Fair	Good	Tolerable	Little	×	×
Shildon	Good	Good	Moderate	Little	Little	0
Coundon	Good	Good	Moderate	Little	0	Little.
Hetton-le-Hole	Good	Good	Tolerable	0	0	0
Seaham Harbour	Fair	Moderate	Moderate	0	0	0
Deptford	Good	Good	Moderate	Hardly	0	Fair
Chester-le-Street	Moderate	Fair	Bad	Fair	0	Hardly
Tanfield	Fair	Moderate	Tolerable	0	Fair	0
St. Alban's, Windy Nook	Good	Fair	Moderate	Hardly	0	0
Heworth	Fair	Good	Moderate	Hardly	×	×
Gateshead	Good	Very good	Fair	Fair	0	×
Wreckenton	Fair	Tolerable	Very moderate	Hardly	0	0
Newcastle, St. Andrew	..	..	..	..	..	..
,, St. John	Fair	Good	Fair	Fair	0	×
Morpeth, Edw. Vl.						
,, National	Good	Good	Very good	Good	Good	×
Hartburn	Fair	Good	Good	0	0	0
Wingates	Moderate	Moderate	Moderate	0	0	0
Chillingham	Moderate	Bad	Fair	0	0	0
Belford	Moderate	Good	Fair	×	×	×
Holy Isle	Holiday for village feast.					
Lowick	Bad	Bad	Hardly any.	0	0	0
Crookham	Moderate	Fair	Moderate	0	0	0
Seremerston	Good	Very good	Good	Hardly	×	×
Norham	Very good	Moderate	Good	Fair	×	×
Wooler	Fair	Fair	Tolerable	Fair	×	0
Ninebanks	Bad	Moderate	Moderate	×	Little	0
Allenheads	Very good	Good	Fair	0	×	×
Crosby-on-Eden	Good	Tolerable	Good	Fair	Little	×
Carlisle, Trinity	Good	Good	Moderate	0	0	0
Stanwix	Fair	Good	Good	Fair	Little	×
Carlisle, Christchurch	Good	Very good	Good	Fair	Little	Little.
Martindale	Good	Bad	Moderate	Hardly	Hardly	Hardly
Alston	Good	Very good	Fair	Fair	×	×

TABLE E.—*continued.*

General Progress.	Tone.	REMARKS.
air . .	Good .	Fair village school, with appearance of improvement; master from Glasgow.
air . .	Moderate	Fair school, with much want of discipline; mistress of girls' school not seventeen years old.
air . .	Fair . .	Not much improvement here.
air . .	Good .	Improved in all respects since last year.
foderate	Fair . .	Some prospect of improvement; want of arrangement in the boys' school.
air . .	Good .	An improving school, deficient in arithmetic; mistress able and energetic.
olerable	Moderate	No progress visible; much want of discipline; experienced master.
air . .	Good .	School only open a short time; promises great utility.
olerable	Good .	Much in same state as last year; children in boys' school very undisciplined.
Fair . .	Good .	Fair village school; improving on the whole; children well drilled.
Good .	Good .	A good and improving school; rather too much crowded in the girls' room.
Moderate	Moderate	No improvement; children very ignorant and inattentive; master wants energy.
..	..	. . . . .
Fair . .	Fair . .	Improvement in appearance both of rooms and children; under the same teachers.
Good .	Very good	A capital school; children intelligently taught by well-trained teachers.
Good .	Good .	Good village school, under a kind but inexperienced master; promises well.
Tolerable	Tolerable	A small school of ignorant children; master lately come; not enough knowledge of his work.
Tolerable	Fair . .	No improvement visible; the more advanced children absent in the fields.
Fair . .	Good .	A fair school, decreasing in numbers; master steady and sensible.
Bad . .	Bad . .	Much fallen off in every way since last year; only half the number on the books; very ignorant children and undisciplined.
Moderate	Good .	Not much progress here; only 15 children present owing to the very stormy weather.
Good .	Good .	Intelligent school, improving in all important points; master quick and pains-taking.
Good .	Very good	A very good girls' school in an inconvenient room; children kindly and intelligently taught.
Fair . .	Tolerable	School making fair progress; still deficient in writing and moral tone.
Moderate	Fair . .	A new school, chiefly of little children, who have not advanced far in any branch of instruction.
Good .	Good .	Much intelligence and spirit; reading remarkably good; children seem interested and happy.
Good .	Good .	Fair village school, under a master who has taught 30 years.
Fair . .	Very good	The tone of this school is very pleasing; progress of boys moderate; too much crowded in class.
Good .	Good .	School progressing well; master and mistress pains-taking; much interest shown in the school.
Good .	Very good	Improved in many points since last inspection; master very diligent; more knowledge of Holy Scripture desirable.
Fair . .	Good .	Small school in the open fell; children kindly taught without much discipline or method.
Good .	Very good	A very pleasing school in a satisfactory state, and under intelligent teachers.

TABLE E.—*continued.*

NAME OF SCHOOL.	General Character of					
	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Histor Engli
Barnard Castle . . .	Moderate	Bad . .	Tolerable	×	Little .	0
Sedbergh	Good .	Fair . .	Good .	Fair . .	×	0
Garsdale	Moderate	Tolerable	Very moderate.	0	0	Litt
Casterton	Good .	Good .	Good .	Fair . .	Fair . .	×
Holme Burton . . .	Moderate	Bad. .	Moderate	0	0	0
Yealand Conyers . .	Good .	Fair . .	Hardly any.	0	0	0
Lindale-in-Cartmel .	Fair .	Good .	Tolerable	0	0	0
Witherslack . . .	Fair . .	Good .	Fair . .	Fair . .	×	Hard
Holker	Fair . .	Moderate	Very moderate.	0	0	0
Durham, St. Oswald .	Good .	Fair . .	Fair . .	0	0	0
Wolsingham . . .	Good .	Bad . .	Fair . .	Fair . .	×	×
Kirkstall						
Sheffield, St. Paul .	Fair .	Good .	Moderate	Moderate	×	×
Silkston	Good .	Fair . .	Tolerable	Fair . .	Little .	Little.
Seacroft.	Good .	Moderate	Moderate	0	0	0
Halton	Fair .	Tolerable	Moderate	Fair . .	0	0
Leeds, St. James . .	Fair .	Tolerable	Tolerable	Fair . .	×	×
Dewsbury	Fair . .	Good .	Fair . .	Fair . .	×	Little.
Newton Heath. . .	Fair . .	Good .	Tolerable	×	×	×
Norbury.	Fair .	Tolerable	Bad . .	Little .	0	0
Disley	Bad . .	Fair . .	Moderate	0	0	0
Staleybridge . . .	Fair . .	Good .	Fair . .	Fair . .	×	×
Withington. . . .	Fair . .	Good .	Fair . .	Moderate	0	0
Newton-in-Mottram .	Good .	Good .	Tolerable	Little .	Little .	×
Manchester, St. Ann .	Fair . .	Good .	Good .	Good .	×	×
Salford, St. Matthias .	Moderate	Fair . .	Moderate	Tolerable	×	0
,, St. Bartholomew	Bad . .	Fair . .	Fair . .	Good .	Good .	0
Cheetham Hill. . .	Tolerable	Fair . .	Fair . .	Good .	Good .	0
Mossley.	Bad . .	Fair . .	Fair . .	Hardly .	×	0
Austerlands . . .	..	..	..	..	..	..

TABLE E.—*continued.*

General Progress.	General Tone.	REMARKS.
Moderate	Good .	Hardly in the state which it should be, as an important school; not much either of knowledge or discipline.
Good .	Good .	A thriving school, with a sensible and pains-taking master; improved since last year.
Moderate	Fair . .	No improvement, except in the number of children; more present at inspection than on the books!
Good .	Good .	Improving in most respects; church catechism not taught here in the daily school.
Small .	Good .	No visible improvement; church catechism not taught, nor time table kept.
Good .	Good .	A small school in a satisfactory state; deficient in arithmetic; pains-taking master.
Moderate	Fair . .	Not improved since last visit; master only been two months in the school.
Good .	Very good	Much promise of good; teachers appear well qualified, and anxious to improve the children.
Moderate	Good .	Only a moderate school in the boys' room; girls more intelligent and better instructed.
Fair . .	Good .	Only open two months; wanting in discipline; master sensible and earnest.
Fair . .	Very good	Much promise of good; school only open six months; teachers devoted to their work.
Tolerable	Fair . .	A fair school; too many boys for any master to manage; the master is intelligent and earnest in his work.
Fair . .	Good .	Good village school; improving much; master with many good points.
Tolerable	Good .	Excellent in order, but deficient in knowledge; master an intelligent and right-minded teacher.
Tolerable	Fair .	Much want of discipline; and children too crowded in the school.
Fair .	Good .	Visited during the week of the fair; many children absent; much promise of good for the time the school has been open.
Fair . .	Good .	An improving school; master of boys lately come; intelligent; infants proceeding well under their old master.
Good .	Good .	Much prospect of good; the number not so great as it should be.
Tolerable	Fair . .	Some good points; very deficient in arithmetic and church catechism.
Tolerable	Tolerable	Not in an advanced state of knowledge, nor in good order; instruction too much by rote.
Fair . .	Good .	A very good school; girls more improved than the boys; the teachers able and pains-taking.
Fair . .	Good .	A fair village school; children not questioned sufficiently; heavy in appearance.
Good .	Good .	Satisfactory; especially in the boys' room; master earnest in his work; children intelligently taught.
Fair . .	Very good	A good and thriving school; under right-minded and well-qualified teachers.
Moderate	Fair . .	Not improved since last inspection in the boys' school; girls and infants progressing well.
Fair . .	Good .	Some good points in the juvenile school, which has only lately been established; the infants' much as it was last year.
Fair . .	Tolerable	Great want of discipline, especially in the boys' school; children more inattentive than ignorant.
Moderate	Fair . .	Only open two months; not much progress yet made; master steady and sensible.
..	..	. . . . .

TABLE E.—*continued.*

NAME OF SCHOOL.	General Character of					
	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	History England
Manchester, St. Michael	Good .	Good .	Tolerable	Tolerable	×	×
Hollinwood. . . .	Fair . .	Good .	Good .	Tolerable	Hardly .	×
,, Grammar.	Moderate	Fair . .	Tolerable	O	Little .	O
Manchester, St. Barnabas	Fair . .	Fair . .	Moderate	×	×	×
Salford Charity . .	Good .	Bad . .	Fair . .	×	O	O
Failsworth	Good .	Good .	Tolerable	×	×	×
Blackley Crab-lane .	Bad . .	Tolerable	Fair . .	Fair . .	×	O
Oldham, St. Mary .	Bad . .	Good .	Moderate	Tolerable	Fair . .	×
,, St. Peter .	Good .	Good .	Moderate	Good .	Fair . .	Little.
,, St. James .	Only a few infants present—master ill.					

TABLE E.—*continued.*

General Progress.	General Tone.	REMARKS.
Fair . .	Fair . .	Much unpunctuality in attendance and time wasted thereby; master and mistress well instructed.
Fair . .	Tolerable	Improved since last year, especially in religious knowledge; master very diligent; want of discipline and order.
Moderate	Bad . .	A parish school of very ignorant children; under a master who has been long at work.
Moderate	Good .	Making moderate progress; the master about to quit; the mistress being only five days in her situation.
Fair . .	Good .	Pleasing school; the girls need more frequent and simple questioning.
Good .	Good . .	Progressing satisfactorily in numbers and attainments; master diligent and children interested in their work.
Moderate	Tolerable	Want of discipline; master been only two days; children ignorant and inattentive.
Moderate	Fair . .	Fallen off since last inspection; now appearing to recover some of its ground; girls' school in a poor state.
Good .	Fair . .	Intelligent boys' school, under an able master; girls' in a wretched state of discipline and progress.

SUMMARY of TABLE (E) of General Intelligence and Moral Tone, and State of Knowledge in 163 Schools. Two Infant Schools are only noticed under the two last heads.

	Very Good.	Good.	Fair.	Moderate.	Bad.	Very Bad.	Not Examined.	None.	
Reading	5	57	50	21	25	3	..	..	161
Writing	14	62	34	25	24	2	..	..	161
Arithmetic. . . .	1	26	33	73	18	6	..	4	161
Geography . . .	..	15	36	8	20	8	10	64	161
Grammar	..	6	9	2	15	2	30	97	161
History of England .	..	2	8	..	14	4	31	102	161
Progress	..	44	54	43	21	1	..	..	163
Tone	20	74	33	26	10	..	..	..	163

The results of this summary do not give a very favourable idea of the intellectual acquirements of the children in our elementary schools. They are briefly these: that—

In two-fifths only can the reading be called good.

In one-third nearly it is indifferent or worse.

In half nearly the writing is good.

In one-sixth only can the arithmetic be termed good.

In five-eighths it is indifferent, bad, or there is none at all.

In about one-third is geography taught intelligently.

In nearly one-half it may be said to be hardly taught at all.

In about one-fifth grammar may be called a subject of instruction.

In nearly four-fifths it is almost unknown.

A still smaller number have any knowledge of the history of England. Of rather more than one-fourth of the whole number, the progress may be called good. In more than one-third it is very little or there is none at all.

It must be remembered also that this table only speaks of the general character of the school, as to its proficiency in each subject. It does not testify to the number (in almost every school) who cannot read at all, or write at all, or to whom arithmetic is an unknown mystery. It does not tell how few the children are in the greater part, even of our best schools, who never step beyond the bounds of the ancient pale of instruction which comprised "reading, writing and arithmetic," and which carefully shut out from curious eyes the *unnecessary* subjects of geography, grammar, and English history. It is only intended to mark, and with no unfavourable hand, the general way in which each subject of instruction is handled by those who profess to be acquainted with it.

The question then naturally arises,—are our elementary schools doing their work? The answer is, I believe, very plain. They are not doing all that such institutions ought to do, but all that, as they are, can fairly be expected from them.

In an irregular, interrupted attendance of 90 weeks, for such seems to be about the average duration of a boy's schooling, for six hours a-day, can a master be expected to teach him to read, to

write, and to spell? can he even ground him in arithmetic, vocal music, geography, grammar, and English history? can he plant the good seeds of religious instruction, which shall grow up, often in an unkindly soil, and flourish when all home and worldly influences combine to blight and destroy them? Can he do this for the average number of (67) children? I believe, my Lords, the state of National Education is simply this—we begin to sow the field, but have not time to finish it, and then we look that the crops should grow well.

Some of the following statements are most instructive on this point:—

ST. JAMES, HULL.

	Years.	Months.	Weeks.	Days.
Average age of boys on entering the school	7	10	2	6
Average age on leaving school . . .	8	8	2	0
Time in school		9	3	1

Doubtless, in a town like Hull, where there are many schools, and all with a low fee, a child passes from one to another according to circumstances, his own caprice, or the whim of his parents. But the rolling stone gathers little of fresh moss to beautify it.

Again, at Hunslet (Leeds), of 464 children (boys, 261; girls, 203) who have been on the books during the last six months, only 95 (boys 53, and girls 52) are now in attendance, who have been all the time; *i. e.* about one-fifth of the children have been under instruction for six months!

Again, at Mirfield, "children are taken away from school at an early age for card-setting, from 6 to 14 years old. (A girl of 13 only earns 6*d.* in 8 hours' constant work.) I saw a little one at work—as its mother said, "No but going six years old." At Holmbridge, I find that out of 72 children present at inspection in April, 1845, few were in the school (not a new one) in the previous July when I had examined it before.

At Low Harrogate, the master complains of the very irregular attendance of the children, owing to the employments of the Harrogate season; "many come only in winter." Many staid away on the day of my visit, because "they expected to be examined." At Middleton, in Stranton, the master states that, owing to frequency of change amongst the labourers in the dockyard there, the duration of the children in his school does not average *two months!*

The following are portions of a letter from a schoolmaster of one of the most important schools in the Northern district:—

"1845, from 1st January to 5th December, admissions and re-admissions 159
Left school. 58
Remaining 101
"The average daily attendance at prayer during the same time is 39

This is a great evil, and cripples every attempt at order and discipline. When the parents are remonstrated with, they say, 'Well! it is my fault. I sent him an errand. You must overlook it this time. It was only quarter of an hour after time; so short a time can make no difference to him.' They never seem to reflect that they are fostering habits which will adhere to the child through life; that he will be indifferent to public prayer, and irregular in his habits of business, because they have never shown by their own conduct, that they thought either of them of the slightest consequence

"The average number of weeks that each boy has attended school (during the year) is 4 and one-third!

"Of their proficiency when admitted—

25 did not know the alphabet.
35 could tell their letters, but not read.
48 were beginning to read.
40 could read a little
5 tolerably.
6 well.

159

"When, in addition to this, you take into account that the parents are almost as ignorant as the children, and that their prejudices are in proportion to, if not greater than their ignorance, you may form some idea of the difficulties which we have to meet, in order to make the school effective.

"Lastly, the children when at home are accustomed to hear language, and read publications, which tend to demoralize them. This is very apparent when they leave the daily school to go to work; and for six days of the week are withdrawn from everything like moral restraint. I have observed that they lose grade very fast indeed, and become much worse in their language and manners.

"The average age of the children admitted this year is 8.

"*December 9th*, 1845."

These instances, though I fear that they are only a few, and by no means the most striking, out of a great number, of similar cases will suffice to show the position of many of our school-masters, the difficulties against which they have to contend, and the short time during which they can carry on the struggle for good against evil in each of their scholars. I do not think that it should be cause of wonder if our poor children be ignorant, indocile, and unprincipled, if they go from school, not indeed with minds unfurnished and hearts untouched as when they entered into it, but with only feeble impressions, either in mind or heart, which the rough handling of careless, perhaps wicked parents, and the daily wear of a thoughtless life, will soon entirely obliterate. They must remain longer under the engraver's hands, if they are to receive a deeper impression.

It is not uninteresting nor uninstructive to observe, that those evils, which we most suffer from in our elementary schools, are shared with us, only in a far greater degree by our transatlantic brethren. The annual report of the superintendent of common schools of the State of New York, made to the Legislature, January 15th, 1845, abounds with evidence of this point; and the reports of the country superintendents invariably confirm it. For instance, with regard to irregularity of attendance—it is stated (Report, p. 12) "that there is an aggregate number of 709,156 children who have been under instruction in the common schools of the State for a greater or less period during the year reported. Of this number nearly 20,000 have attended during the whole year, 30,000 ten months or upwards; 65,000 eight months or upwards; 156,000 for six months or upwards; 284,000 for four months or upwards; and 474,000 for two months and upwards, *leaving only about* 235,000 as the number who have attended for a less *period than two months!* *i. e.* in other language—

About	$\frac{1}{3}$ th of the whole number	attended the whole year.
	$\frac{1}{12}$ th	for 10 months.
Not	$\frac{1}{11}$ th	for 8 months.
Not	$\frac{1}{9}$ th	for 6 months.
	$\frac{1}{3}$ ths	4 months.
	$\frac{2}{3}$ rds	2 months.

and *only*, as the writer says, "only" one-third of the whole number who were not at school for two months of the whole year.

Again, with regard to the condition of the school-houses, &c. He says (Report, p. 13.) "There still however remain about 3000 districts" (*i. e.*, one-third of the whole) "the school-houses of which are in a condition unfit for the purposes for which they are designed—nearly 7000 destitute of any other play-ground than the street; more then half the number in the State wholly destitute of privies, and of the residue but about 1200 are furnished with double privies." Again, p. 64, the number of school-houses with proper facilities for ventilation is 2200; while the number of those not thus provided is 6449, nearly three times as great.

The superintendent of Alleghany county, says (p. 81, Report) "Many of those 'in good repair,' are far from being convenient houses. Some of those under the head of 'ordinary repair,' and many of those under the head of 'bad repair' are such tenements as our most thriving farmers would disdain to use for sheltering their horses from the inclemencies of winter, and yet they are sending the future bulwarks of American liberty there to receive an education! Depositing their richest earthly jewels—the dearest object of the parent's heart, where they would scorn to stable a horse! Is it not virtually saying that their children are of less value than their brutes?" &c.

TABLE F.

NAME OF SCHOOL.	Assembled with Prayer, &c.	Sunday School and Church.	Sufficient Accommodation.	Bible Reading.	Private Prayer.
1. Barnby-in-the-Marsh	—	—	—	1st class . . Mrs. Trimmer.	O
2. Hedon	—	Nearly all .	—	3 classes . .	O
3. Keyingham . . .	—	ditto	—	2 do. . .	O
4. Hull, St. Mark . .	—	ditto	—	4 do. . .	vix
5. ,, St. Stephen .	—	ditto	—	6 do. . .	O
6. ,, St. James . .	—	ditto	—	3 do. . .	O
7. Beverley	—	Some . . .	—	2 do. . .	O
8. Market Weighton .	—	—	—	Mrs. Trimmer	O
9. Sutton-upon-Derwent	—	Some . . .	vix	2 classes . .	O
10. Castleford . . .	—	ditto	—	2 do. . .	O
11. Knottingley . . .	—	ditto	—	5 do. . .	Yes, silent prayers
12. Leeds, St. George .	—	—	—	5 do. . .	— from Prayer Book
13. ,, Christ Church	—	Some . .	—	4 do. . .	O
14. ,, St. Saviour .	—	ditto	—	7 do. . .	O Boys' school — Girls' school
15. ,, St. Luke . .	—	ditto	O	4 do. . .	O
16. Pudsey	—	Many . .	—	2 do. . .	O
17. Morley	O	A few . .	—	1 class . .	O
18. Hunslet	—	9–10ths . .	—	4 classes . .	O. Boys — Girls
19. Gomersal	—	Many. . .	—	1 class . .	O
20. Gildersome . . .	On Sundays only.				
21. Battyeford . . .	—	—	—	2 classes . .	—
22. Leeds, St. Philip .	—	Many . .	—	3 do. . .	Lower classes . .
23. Horbury	School not yet open.				
24. Gawthorpe . . .	—	Some . . .	—	1 class . .	O
25. Huddersfield, Trinity	—	Infants . . O	×	×	O
26. Woodhouse . . .	—	Not all . .	—	6 classes . .	O. Boys — Girls
27. Slaithwaite . . .	—	Most . . .	—	5 ditto . .	—
28. Meltham Mills . .	—	ditto	Not yet	O Mrs. Trimmer	O
29. Holme Bridge . .	—	Not all . .	—	2 classes . .	O
30. Oldfield	—	Many . .	—	2 do. . .	O
31. Brockholes . . .	—	Nearly all .	—	1 class . .	O
32. Honley	—	Not all . .	—	4 classes . .	vix Boys O. Girls
33. Thurstonland. . .	—	ditto	—	3 do. . .	O
34. Thurgoland . . .	—	Few . . .	—	4 do. . .	O
35. Scisset	—	ditto	—	4 do. . .	— 1st Primer .
36. Lindley	Generally.	Not many .	vix	1 class . .	O
37. Ripponden . . .	—	Most . . .	—	2 classes . .	O
38. Halifax, St. James .	—	ditto	—	3 do. . .	O
39. Bradford, Daisy Hill.	—	Not all . .	—	1 class . .	Collects . . .
40. Eccleshill . . .	—	ditto	—	2 classes . .	O
41. Wibsey Low Moor .	—	ditto	—	Infants . .	—

TABLE F.

Church Catechism.	Liturgy.	Inquiries.	Progress.	Intelligence.	Moral and Religious.	Corporal Punishment.
By rote 3 days .	O	vix	vix	O	—	Cane.
Daily . . .	vix	O	—	—	—	Vix—cane.
ditto	O	vix	O	Guesses .	O	Ferule.
3 daily . . .	O	O	—	— Girls .	—	Cane—frequently.
2 weekly . .	O	— Girls	—	—	—	Cane—frequently.
5 days . . .	O	O	—	—	—	Cane—occasionally.
O	O	—	—	—	—	O. [Girls.
Daily . . .	O	—	O	O	—	Cane B. seldom; O.
3 days . . .	At times	O	—	—	—	Cane—seldom.
Daily . . .	O	O	vix	vix	O	Stick—at times.
ditto	1 per week	—	— Girls	— Girls . guesses boys.	—	Strap—very often.
ditto	—	O	—	—	—	Cane—very rarely.
ditto	1 per week	O	—	—	O	Cane—every day.
ditto	Daily .	—	— Boys O. Girls	— Boys. O. Girls	— —	Cane or strap—not very often.
By rote daily .	At times	O	vix	vix	—	Cane—very frequently
Daily . . .	ditto	O	—	—	—	Cane—not often.
O	O	O	O	O	—	Cane—pretty often.
Daily . . .	—	O	vix	Guesses .	—	Cane—at times.
ditto	O	O	Only at work 6 weeks.	—	—	Cane—at times.
ditto	O	—	vix	½ . .	—	Cane—very seldom.
ditto	1 per week	O Boys — Girls	—	½ . .	—	Cane—not frequent.
ditto	O	O	vix	O	—	Cane—very frequently.
—	×	×	—	—	×	O.
Daily . . .	vix	O	—	— × .	—	Cane—at times.
ditto	— 1st class	—	—	—	—	Cane—at times.
2 per day . .	O	O	— Girls	— Girls.	O	Strap—occasionally.
2 ditto by rote .	Occasionally.	vix	vix	vix	—	O. Discipline bad.
1 per week . .	O	O	O	O	O	Cane—daily.
O	O	O	O	O	O	Stick.
Daily . . .	O	vix	vix	vx	—	Cane—very rarely.
ditto ?	O	O	—	—	O	Cane—very rarely.
daily	O	O	—	—	O	Cane—not often.
Ditto boys & girls	Occasionally.	Occasionally.	O	O	—	Cane—not often.
O	O	O	O	O	—	With cane—not frequently.
Daily . . .	O	At times	— Boys	—	—	Stick—occasionally.
ditto	O	ditto	—	—	—	None. O.
ditto	O	O	—	vix	O	O. Discipline bad,
5 days . . .	O	O	vix	vix	—	Cane—not frequently.
vix	O	O	—	—	—	O. Vix ?

TABLE F.—*continued.*

NAME OF SCHOOL.	Assembled with Prayer, &c.	Sunday School and Church.	Sufficient Accommodation.	Bible Reading.	Private Prayer.
42. Thornton	—	Not all	—	1 class	O
43. Manningham	—	Most	O	2 classes	O
44. Burley	—	Not all	—	3 classes	O
45. High Harrogate	—	Most	—	Gallery	O
46. Knaresborough	—	—	—	2 classes	— B. Catechism.
47. Bishop Monckton	—	Not all	—	2 do.	O
48. York, Clifton	—	—	—	2 do.	— Watts'Catechism
49. Walmgate	—?	Not all	—?	6 do.	O
50. Friday Thorpe	—	—	—	2 do.	O
51. Foston	—	—	—	O Sellon's Abridgment.	O
52. Hutton Ambo	—	—	—	1 class	O
53. Whitby	—	Nearly all	O. Boys O. Girls	2 classes	O
54. Sleights	—	ditto	—	2 do.	— 1st Primer.
55. Easington	—	Not all	—	3 do.	O
56. Normanby	—	ditto	—	2 do.	— Watts'Catechism
57. Hutton Rudby	—	Charityscholars	—	2 do.	O. Boys — Girls
58. Northallerton	—	—	—	6 do. every other day.	O Boys
59. E. Cowton	—	Not all	—	4 classes	O
60. Richmond	—	ditto	—	4 do.	O
61. Ravensworth	—	ditto	O	1 class	— 1st Primer
62. Dalton	—	—	—	2 classes	ditto
63. Carlton-in-Coverham	—	—	—	2 do.	O
64. Kelbroke	—	Nearly all	—	2 do.	O
65. Lothersdale	—	—	—	1 class	O
66. Salterforth	—	Majority	—	3 classes	O
67. Walmersley	—	—	—		
68. Barnsley, St. Mary	—	Majority	—	1 class	O
69. Ardsley	—	—	—	1 do.	O
70. Darfield	—	Nearly all	—	3 classes	O
71. Bolton	—	Some	—	4 do.	— Eng. Spelling-book.
72. Swinton	—	Nearly all.	—	1 class	O
73. Kilnhurst	—	—	—	1 do.	O
74. Mexborough	—	Many.	—	2 classes 3 days	O
75. Ecclesfield. Shire Green	O	O	×	2 or 3 children	O
76. Parson's Cross	—	×	×	1 class	O
77. Attercliffe	—	Most	—	1 do.	O
78. ,, Girls'	—	ditto	—	2 classes	Younger ones.

TABLE F.—*continued.*

Church Catechism.	Liturgy.	Inquiries.	Progress.	Intelligence.	Moral and Religious.	Corporal Punishment.
1 daily, rest ×	O	O	—	—	—	Cane—not often.
Daily, boys × girls	—	— Girls.	vix	vix	—	Cane—not often.
Daily . . .	O	O	O	O	O	Strap—hastily.
1 per week . .	O	O	—	—	—	Cane—at times.
Daily by rote .	—	—	O	O	—	Cane—not very often.
Daily . . .	O	—	—	vix	—	O. ?
3 per week . .	O	—	—	—	—	O.
Daily . . .	—	O	— Boys.	— Boys.	—	Small stick—occasionally.
1 per week . .	1 per week	O	O	O	—	Small stick—not very often.
ditto	O	vix	—	—	—	Stick—very rarely.
2 per week . .	O	—	O	O	—	A stick.
Daily . . .	O	vix boys.	— Boys.	—	—	Cane—at times.
1 per week . .	O	O	vix	yix	—	O.
2 per week . .	O	vix	—	—	—?	Cane—every day.
Daily . . .	O	—	—	—	—	Ferule—at times.
1 per week boys, Daily girls.	O	O	vix — Girls	vix	—	Cane—or rod not very frequently.
Daily . . .	—	vix	—	—	—	Strap—not very often.
3 per week boys, 2 ditto girls.	O	O	vix boys — girls	vix	—	A cane—occasionally.
1 per week . .	O	O. Boys — Girls	—	—	—	Strap—not very often.
Daily . . .	O	—	ix	yix	—	Cane—very frequently
ditto	O	—	—	—	—	O.
2 per week . .	O	O	—	—	—	Little stick—1 or 2 per day.
O	O	O	O	O	—	Stick—not very often.
Daily by rote .	O	O	O	O	—	Ruler—at times.
1 per week (charity children).	O	O	vix	vix	O	Ferule—not often.
Daily . . .	O	O	—	—	—	O.
3 per week . .	O	O	vix	—?	—	Small stick—very seldom.
Daily, girls . .	O	O	— Girls O	O	—	Stick—not very often.
1 per week . .	O	O	—	—	—	Small stick—sometimes.
Daily . . .	Responses	O	—	—	—	Stick—at times.
Daily, sometimes 2.	O	O	O	O	—	O.
Daily . . .	O	O	—	vix	—	O. A box on the ear!
O	O	O	O	O	O	Cane—at times.
At times . .	O	O	O	O	O	Cane—freely (complaints).
Daily . . .	O	O	vix	vix	—	Cane—not very often.
ditto	O	At times.	—	—	—	Cane—at times.

TABLE F.—*continued.*

NAME OF SCHOOL.	Assembled with Prayer, &c.	Sunday School and Church.	Sufficient Accommodation.	Bible Reading.	Private Prayer.
79. Sheffield, St. Mary .	—	Many. . .	—	11 classes .	O
80. Wortley	—	—	—	6 do. . .	Younger ones. .
81. Fulwood. . . .	—	Not all . .	—	2 do. . .	Prayer for children
82. Darnall	—	ditto	—	2 do. . .	O
83. Pitts Moor . . .	—	Most . . .	—	5 do. .	From Crossman's Catechism.
84. Sheffield, St. Philip	—	ditto	—	2 do. . .	Collects and Graces
85. Stannington, Dungworth Hill.	Not open since Sept., 1844.				
86. Norton	—	—	—	4 do. . .	O
87. Owston	—	Not all . .	—	2 do. . .	O
88. Wadworth . . .	—	ditto	—	2 do. . .	O
89. Doncaster . . .	—	Nearly all .	—	6 do. . .	O
90. Arksey	—	ditto	—	1 class . .	— Crossman's Cat.
91. Barnsley, St. George	—	Not all . .	—	3 classes . .	— S. P. C. K. .
92. Seaton Carew . .	—	ditto	—	4 do. . .	O
93. Middleton . . .	—	Some . . .	—	1 class . .	O
94. Castle Eden. . .	—	Very irregularly	—	2 classes . .	O
95. Framwellgate . .	—	Nearly all .	—	2 do. . .	O
96. Shincliff . . .	—	ditto	—	3 do. . .	—
97. Byer's Green . .	—	—	—	4 do. . .	O
98. Newfield. . . .	—	Nearly all .	—	2 do. . .	O
99. Whitworth . . .	—	ditto	—	3 do. . .	—
100. Etherley . . .	—	ditto	—	2 do. 2 days	O
101. Shildon	—	ditto	—	3 do. . .	— Watts' Catm.
102. Coundon. . . .	—	ditto	—	2 do. 4 days	O
103. Hetton-le-Hole .	—	Some. . .	—	3 do. . .	— Boys . . . O Girls . . .
104. Seaham Harbour .	—	ditto	—	4 do. . .	O
105. Deptford . . .	—	ditto	—	2 do. . .	O
106. Chester-le-Street .	—	Not all . .	—	4 do. . .	O
107. Tanfield	—	ditto	—	4 do. . .	O
108. St. Alban's, Windy Nook.	—	—	—	4 do. 3 days	O
109. Heworth . . .	—	—	—	Generally .	O
110. Gateshead . . .	—	¾	—	6 classes . .	O
111. Wreckenton . .	—	½	—	3 do. . .	O
112. Newcastle, St. Andrew					
113. ,, St. John	—	Nearly all .	—	5 do. . .	O
114. Morpeth, Edward VI.	—	¼	—		
115. ,, National.	—	—	—	5 do. . .	Collects . . .
116. Hartburn ,, .	—	Greater part .	—	2 do. . .	O
117. Wingates . . .	—	Distance too great.	—	1 class 1, 2 cls. 6 times ! !	O
118. Chillingham . .	—	Not all . .	—	2 classes . .	O
119. Belford	—	Some. . .	—	3 do. . .	O
120. Holy Isle . . .	—	Not all . .	—	4 do. . .	— S. P. C. K.. .
121. Lowick	—	—	—	2 do. . .	O
122. Crookham . . .	—	Not all . .	—	2 do. . .	O

TABLE F.—*continued.*

Church Catechism.	Liturgy.	Inquiries.	Progress.	Intelligence.	Moral and Religious.	Corporal Punishment.
2 per day . .	At times	O	—	—	—	O. Discipline good.
Daily . . .	O	O	—?	—	—	Small cane sometimes.
ditto	O	At times.	—	—	—	Cane—very seldom.
ditto	O	O	—	—	—	Ruler—very seldom.
ditto	vix	—	—	—		A cane sparingly.
ditto	O	—	—?	—?	—	A cane—at times.
ditto	O	O	O	O	—	Cane—at times.
ditto	O	O	—	—	—	Cane—not very often.
2 per week . .	O	O	—	—	—	Cane—seldom.
Daily . . .	O	O. Boys — Girls	O. Boys Vix Girls	vix	—	Cane—at times.
ditto	O	O	—	—	—	Cane—not very often.
O	O	—	—	—	—	O. Discipline good.
3 per week . .	—	—	—	—	—	Cane—very seldom.
Daily . 8 .	O	O	O	O	—	Strap—very seldom.
Daily boys, 3 per week girls.	O	—	—	—	—	Strap—not often.
Daily ½ school .	O	—	—	—	—	Cane—sometimes.
Daily . . .	Occasionally.	O	vix	vix	—	Cane and strap—frequently.
ditto	Occasionally.	O	vix	vix	—	Cane—very seldom.
ditto	O	At times	—	—	—	Stick—at times.
ditto	—	vix	—	—	—	A stick—at times.
ditto	O	O	—	—	—	Small stick — very rarely.
ditto	O	—	vix	vix	—	Cane—very little.
3 per week . .	O	O	O	O	—	Cane—frequently.
Daily, B. . .	O	O	vix	vix	—	Strap—not frequently.
ditto	2 per week	O	O	O	—	Cane, B.—not frequently; O. G.
ditto	O	—	—	—	—	A taw—not very often.
ditto	O	—	—	—	—	Stick—frequently.
2 per week . .	O	—	— G.	—	—	Cane—very seldom.
Daily . . .	—	O	O B.	vix	—	Cane—very frequently
ditto	—	—	vix	vix	—	Strap—daily.
ditto	O	O	— B.	—	—	Cane—at times.
During Lent .	O	O	O	vix	O	Taw—frequently.
Daily . . .	O	—	— G.	— G	—	Strap—very frequently.
Daily . . .	—	—	—	—	—	Cane—not often.
1 per week . .	—	O	—	—	—	Taw—very seldom.
Daily . . .	O	O	O	O	—	O.
ditto	O	—	O	O	—	Strap—very rarely.
ditto	—	O	vix	vix	—	Strap—not often.
5 days . . .	O	O	..	..	—	Taw—extreme cases.
Nightly! . .	O	O	O	O	—	Taw—not often.
Daily . . .	—	Occasionally.	vix	vix	—	Taw—at times.

TABLE F.—*continued.*

NAME OF SCHOOL.	Assembled with Prayer, &c.	Sunday School and Church.	Sufficient Accommodation.	Bible Reading.	Private Prayer.
123. Scremerston . .	—	Nearly . .	—	5 classes . .	O
124. Norham	—	Not all . .	—	2 do. . .	O
125. Wooler	—	ditto	—	3 do. . .	O
126. Ninebanks . . .	½	ditto	—	2 do. . .	O
127. Allenheads . . .	—	—	—	3 do. . .	O
128. Crosby-on-Eden .	—	Most . . .	—	3 do. . .	O
129. Carlisle, Trinity .	—	ditto	—	3 do. . .	O
130. Stanwix	—	—	—	3 do. . .	O
131. Carlisle, Christchurch	—	Many . .	—	2 do. . .	O
132. Martindale . . .	—	Most . . .	—	2 do. . .	O
133. Alston	—	—	—	1 class . .	O
134. Barnard Castle . .	—	Not all . .	—	4 classes . .	O Boys — Girls
135. Sedbergh . . .	—	—	—	O Mrs. Trimmer.	Collects . . . O
136. Garsdale . . .	—	Not all . .	—	1 class . .	O
137. Casterton . . .	—	ditto	—	3 classes . .	O
138. Holme Burton . .	—	—	—	4 do. . .	O
139. Yealand-Conyers .	—	—	—	1 class . .	O
140. Lindale-in-Cartmel	—	Most . . .	—	1 do. . .	O
141. Witherslack . .	—	ditto	—	4 classes . .	O
142. Holker	—	—	—	3 do. . .	O
143. Durham, St Oswald	—	Nearly . .	—	3 do. . .	O Boys — Girls
144. Wolsingham . .	—	—	—		O
145. Kirkstall . . .	—	Not all . .	—	4 do. . .	
146. Sheffield, St. Paul .	—	½	—	5 do. . .	Collects . . .
147. Silkstone . . .	—	Not all . .	O	2 do., 2 per week.	O
148. Seacroft	—	Yes . . .	—	3 do. . .	O
149. Halton	—	Not all . .	—	4 do. . .	O
150. Leeds, St. James .	—	Most . . .	—	3 do. . .	Collects . . .
151. Dewsbury . . .	—	Some . . .	—	2 do. . .	O
152. Newton Heath . .	—	Greater part .	—	1 class . .	O
153. Norbury	—	Not all . .	—	2 classes . .	O
154. Disley		Part . . .	—	4 do. . .	O
155. Staleybridge . .	—	Greater part .	—	5 do. . .	O
156. Withington . . .	—	Almost all .	—	General . .	O
157. Newton-in-Mottram	—	¾	—	4 classes . .	—
158. Manchester, St. Ann	—		—	General . .	O
159. Salford, St. Matthias	—	Most . . .	—	4 classes . .	O
160. ,, St. Bartholomew.	—	Not all . .	—	General, 6 classes.	Collects . . .
161. Cheetham Hill . .	—	ditto	—	8 do. . .	O
162. Mossley	—	(½) not all .	—	O Mrs. Trimmer.	O

TABLE F.—*continued.*

Church Catechism.	Liturgy.	Inquiries.	Progress.	Intelligence.	Moral and Religious.	Corporal Punishment.
Daily . . .	O	O	—	—	—	Taw—not often.
ditto	—	O	—	—	—	Taw—very rarely.
1 per week . .	O	O	—	—	—	Strap—not very often.
ditto	O	O	vix	vix	—	Strap—not very often.
Daily . . .	O	O	vix	vix	—	Ruler—occasionally.
ditto	O	—	vix	vix	vix	Strap—very seldom.
ditto	—	O	vix	vix	—	Cane—not often.
1 per week . .	At times	O	—	—	—	Cane—not often.
Daily . . .	Psalms .	—	—	—	—	Cane—very seldom.
ditto	O	O	vix	O	—	Birch rod—very seldom.
ditto	—	O	—	—	—	Strap—very little.
ditto	—	—	B. O. G. —	—	—	Little cane—at times.
2 per day ! . .	—	At times	—	—	—	Cane—at times.
1 per week . .	O	—	—	—	—	Birch rod—not very often.
O !	O	O	—	—	—	Small cane—very rarely.
O	O	O	O	O	—	Stick—occasionally.
1 per week . .	O	—	— G	—	—	Strap—very seldom.
ditto	O	O	vix	—	—	Vix.
Daily . . .	O	O	—	—	—	Stick—very seldom; O. G.
1 per week, half year.	O	—	— G.	—	—	Cane—not frequently.
Daily, B. . .	O B. 1 per week, G. Yes.	O	vix	vix	—	Stick—frequently.
ditto		O	—	—	—	Cane—occasionally.
Daily . . .	O	—	vix	—	—	Cane—not often.
1 per week . .	O	—	—	—	—	Stick—occasionally.
2 daily . . .	O	—	vix	vix	—	Stick—sometimes.
Daily . . .	O	—	—	— ?	—	Little strap—little every day.
ditto	—	O	—	—	—	Cane—most days.
ditto	O	vix	—	—	—	Cane—as little as possible.
3 times per week	O	vix	vix	vix	—	Cane—very seldom.
Daily . . .	O	O	—	—	—	Cane—not frequently.
2 per week . .	O	O	O	vix	—	Little stick—at times.
Daily . . .	O	—	vix B. — G.	— G.	—	Strap—very little.
1 per week . .	O	—	O	O	—	Cane—very seldom.
Daily . . .	—	—	— B.	—	—	Cane—very little.
1 per week . .	O	—	— G.	—	—	Taw—at times.
ditto	O	Occasionally.	vix — G.	— G.	—	Cane—occasionally.
Daily . . .	O	—	vix	vix	—	Cane—very seldom.
2 per week . .	O	— G.	— G.	—	—	Cane—at times.
1 do. . .	O	O	vix	O	—	Cane—not much.

TABLE F.—*continued.*

NAME OF SCHOOL.	Assembled with Prayer, &c.	Sunday School and Church.	Sufficient Accommodation.	Bible Reading.	Private Prayer.
163. Austerlands . . .	O	O	O		
164. Manchester, St. Michael.	—	Not all . .	O	General . .	O
165. Hollinwood . . .	—	(¾) most . .	—	2 classes . .	O
166. ,, Grammar	..	..	..	2 do. . .	O
167. Manchester, St. Barnabas.	—	Not all . .	—	3 do. . .	Short outlines.
168. Salford Charity. .	—	—	—	2 do. . .	Short prayers .
169. Failsworth . . .	—	Nearly all .	—	2 do. . .	O
170. Blackley, Crab-lane	—	Not all . .	—	2 do. . .	O
171. Oldham, St. Mary .	—	ditto	—	3 do. . .	O
172. ,, St. Peter .	—	ditto	O	4 do. . .	Ejaculation . .
173. ,, St. James	—	ditto	—	Master unwell, few children	

TABLE F.—*continued.*

Church Catechism.	Liturgy.	Inquiries.	Progress.	Intelligence.	Moral and Religious.	Corporal Punishment.
Daily . . .	O	O	— G.	— G.	—	Cane—now and then.
ditto	O	At times	—	—	—	Cane—at times.
1 per week . .	O	ditto	O	O	—	Cane—"not so very often."
Daily . . .	O	O	vix	—	— ?	Cane—every day.
1 per week . .	—	—	—	—	—	O.
Daily . . .	O	O	—	—	—	Cane—not very often.
ditto	O	O	—	—	—	O ?
2 per week . .	—	—	—	—	—	Cane—three times a-day.
4 do. . .	O	O	— B.	— B.	—	Cane—not often; do. G.

SUMMARY of TABLE F., of the Religious Instruction and Progress, Moral Tone and Discipline, of 169 places.

	Yes.	No.	Generally.	Nearly all.	Few.
Assembled and dismissed with prayer and hymn?	164	3	2	..	..
Go to church and Sunday school?	34	6	..	106	23
Sufficient church accommodation?	158	3	..	..	8
Bible read daily?	161	6 Abridgment	..	..	2 Infant Schools.
Children taught any private prayers?	41 Daily.	126	.. Often.	..	2 Seldom
Instructed in the Church Catechism?	107	9	18	..	35
Instructed in the Liturgy?	45	124	..	..	..
Inquiries made by teachers as to conduct and attention in church?	48	101	..	..	20
Progress in religious knowledge, according to time at school?	91	37	..	..	41
Replies made intelligently?	97	38	..	..	34
Distinction depend on a mixed estimate of intellectual progress and moral conduct?	148	21	..	..	..
Corporal punishments employed?	148	18	For 163 Schools.		
Very often 27					
Moderately 30	145				
Seldom 88					
Cane;—little cane 86					
Stick;—little stick 23					
Taw or strap 29	145				
Ferule or ruler 5					
Birch rod 2					

This summary appears to require a few observations.

All our schools, with two or three exceptions, are opened and closed, or opened only with prayer, and generally with singing a hymn. I have always endeavoured, during my tour of inspection, to be present at the school prayers that I might be enabled in some degree to judge from actual observation of this most important part of the conduct and discipline of our schools. The result has been in general satisfactory. In many cases the conduct of the children is decorous; the responses are made with solemnity and earnestness. Wherever this was not the case, it seemed to be owing to the conduct of the master. If he was careless and irreverent, the children were also careless and inattentive. If, as it sometimes happens, he did not kneel down, or testify by the posture of his body the posture of his soul before God, the children lounged rather than knelt; they played more than they prayed. There is, I think, an unwise custom in many of our schools of making the children close their eyes before the prayer begins. This seems to me a lesson in formality, if not in hypocrisy. In many schools the responses are chanted with much earnestness. In some of the large schools (Christ Church, Leeds, and others) alter-

nate verses of the Psalm are chanted by the boys and girls at different ends of a long room; the effect of this is very pleasing. In others they sing in parts with great truth and spirit. The introduction of vocal music into our schools is most valuable in these exercises of devotion and thanksgiving, as it prepares the children for taking their due share in the public services of the Church.

It seems that at $\frac{7}{8}$ths of our schools the children attend school on Sunday and go to Church. In those places, now comparatively few in number, where there is no daily Church-school, the Sunday-school is indeed most valuable, as the only means of individual religious instruction to numbers of young people, and often at the most critical period of their life. And where the Sunday-school is so wisely and affectionately conducted that the idea of school, if I may so speak, is not present to the child's mind, the benefit derived from it is doubtless very great; but if it impress the child with the notion of work rather than of rest, of unpleasant constraint more than of happy and innocent freedom, its ultimate advantage may well be questioned. In places where sound religious instruction is daily given in the school by the master or clergyman of the parish, the length of time spent in the school on Sundays may be beneficially shortened. In all cases, the managers of Sunday-schools should well consider how far the time spent in the school, and the attention required for its studies, are likely to aid or to hinder the child's devotion at the public and more important services of the Church. It seems to me too much to require from children that they shall enter school at nine o'clock on Sunday morning, be attentive to their studies there, and then, with only a few minutes' intermission, give their serious undivided attention to the solemn duties of public worship until one or half-past one o'clock. Four hours of nearly constant occupation of the thoughts with one subject are too much for those who are at a thoughtless age, and with little power of fixing their attention to one point.

The answer to the next question, as to the daily reading of the Holy Scriptures in our schools is *in quantity* at least, satisfactory. In almost all of them a portion of the Word of God is read every day by some part of the school. In six places the children read Mrs. Trimmer's or Sellon's Abridgment, and not the Bible itself. In the Table (F.) I have returned the number of classes in both schools (if there be separate schools of boys and girls) who generally every day read some part of the Holy Scriptures. In many of our smaller schools the Bible is the only reading book. This arises, in a great measure, from insufficiency of funds to purchase books of secular instruction. In some places the children are in the habit of reading it two and three times a-day. At one school in Northumberland the master assured me that the second class (of little ignorant children) read it six times daily! What is the natural, almost inevitable consequence? That in a great majority of these schools where Holy Scripture is thus made a reading

lesson,—a lesson just like all other lessons,—a long, tedious, often unintelligible lesson—the children turn to it with weariness, receive it with irreverence, and derive none of that solemn and peculiar instruction from it which it is intended to convey. How often have I seen them counting their place in the class that they might learn which verse they should have to read! How often, when the chapter was finished, have they gone on without pause to another, as if the only object in reading the Sacred Writings was to get through as much as possible of them within their allotted period of time! The answers, too, which are made to very simple questions,—answers, some of which would be blasphemous if the children were not grossly ignorant, are such as painfully to convince the inquirer that to read the Holy Scriptures in our schools does not always mean "to mark, learn, and inwardly digest them."

There are, I am thankful to say, exceptions not few, and increasing yearly in number, to this mistaken state of things. There are schools, such as St. George's and St. Saviour's, Leeds; St. Mary's, Sheffield; Slaithwaite, Richmond, Northallerton, Seaton Carew, Whitworth Norham, and Clifton, (girls' schools,) where the knowledge of the children in that subject which alone can make them wise unto salvation, considerable and satisfactory in itself, is made much more so by its accompaniment of a serious and reverent spirit.

I have stated in a previous Report what I believe to be the right method of imparting religious instruction in an elementary school. I see no reason to alter my opinion.

On the subject of "private prayer," *i. e.*, "whether the children are taught private prayers which they may repeat at home?" there is much the same unsatisfactory answer which I had to report to your Lordships last year. At only about one-fourth of the schools is any attention paid to this important point, and in these cases also the means used are few. They consist for the most part in teaching (chiefly) the younger children some short prayers from Crossman's and the Broken Catechism, and from a collection of prayers published by the Society for Promoting Christian Knowledge. In other cases the children repeat the collects of the Church, but often, I conceive, without any instruction as to their scope and position, and their applicability to the purposes of private devotion. Is this sufficient on such an important point for the children of people, like our lowest classes, whether in manufacturing or agricultural districts? Surely not, if we consider in what positions some of our schools are placed. One clergyman in Manchester assured me that in his district there were hundreds of men living with a community of wives! I have seen, in another part of Lancashire, pamphlets which are largely circulated among the middle and operative classes, first denying the sanctity of marriage and placing it on the ground of a convenient and dissoluble arrangement, and then, with a truly devilish and almost inconceivable malignity, proceeding to give instructions how the yoke of such an arrange-

ment may be made more easy by the certain destruction of the living but unborn beings which, in the true language of the Psalmist, are "an heritage and gift that cometh of the Lord." It is notorious that there are in these districts thousands and tens of thousands of our fellow-countrymen who never enter any place of public worship. It is credible that a great many of this number never utter a word, nor feel the desire, of private prayer. Many of them spend a great part of Sunday in bed. In the coal-field of Durham and Northumberland, the Sabbath-day at a miners' village is a strange scene in a Christian land. There is often no place of worship. It is a day of profane and noisy pleasure; the men are lounging about; some in their usual, not working-dress; others are more smartly arrayed. In one part there is a dog-fight; in another some fancy-pigeons or game-cocks are the object of interest. On all sides you hear the ring of quoits, and the brutal language and coarse jeers of those who are playing with them. In some more open spot you may see and hear, for he raves rather than preaches, an itinerant preacher, the only memento in the place that men have souls as well as bodies, that there are death, and judgment, and eternity! He has few hearers. I watched one for some time; he spoke rapidly at the top of a very powerful voice; his audience consisted of some noisy children, one or two jeering men, and some slatternly women. Doubtless there were greater attractions elsewhere—in the public-house, or the still more mischievous beer-shop. I remember being told on good authority, that at the conclusion of the strike in the year 1844, when the wives and families of some of the miners were in a state of great want and suffering, that the first money which they received after their idleness they spent in getting drunk! In Yorkshire, also, at the same time, when the colliers' families were, as one of them expressed to me, "nigh pined for food," the men went about the country *singing psalms* and begging, almost extorting, money, which they spent (I was told by one of themselves) for the most part at the ale-house!

Of a school in Yorkshire I find the following note in my diary: "Sad state of ignorance and apathy. Five boys of, or above, the age of 13 (two were 15 years old) could not say the Lord's Prayer; never prayed at all; were never taught to pray; never saw their fathers or mothers pray; did not know how many commandments there are."

At a school in Lancashire there were 29 children above the age of six years, 23 of whom had no idea of the Lord's Prayer; could not repeat its words when suggested; had, as far as I could judge, no notion of the meaning or necessity of prayer.

Such, my Lords, are some of the nurseries in which the children at our schools are brought up, such are some of the parents by whom they are trained. I remember in Leeds one day overhearing a mother addressing her child, who, as it seemed, was playing truant—"Eh, lad, what, art thou there—eh?" Then an impre-

cation,—"If I catch thee, I'll go nigh to KILL thee, I will." I remember also, at a town in Durham, overtaking a mother literally driving with a strong whip her boy to the school which I was going to inspect, flogging him up to its very door, and, with every lash, giving him the mocking encouragement,—"Haud away, that's a cannie man."

At another place, in Northumberland, the school was closed in consequence of the village feast. I heard a good deal of uproar, and found that the inhabitants were proceeding to the election of a mayor (as they call it), *i. e.*, the most drunken man of all the many drunkards there! In such places as these (and I fear that I have not seen the worst of the many that exist) is there any chance of children being taught at home to offer up their prayers to God? It seems plain that, until a rightly-educated generation of parents has been raised up, the poor child's best home is its school. In this most important point of true education, in teaching the child to pray, the teacher must for a while take the parent's place.

In answer to the question as to instruction in Church catechism, there is an improvement since last year in the number of schools in which it is taught, and the frequency of exercise in it. I am inclined also to believe that it is often learned by the children in a more intelligent and profitable way than heretofore; that it is suitably explained, according to the capacities of the learners, and that it is, in comparatively few instances, a collection of words without meaning, learned (as it is most wrongly called) "by heart." This is no doubt owing to the increased interest which so many of the clergy take in their schools, and the greater portion of time which they allot to them, as well as to the especial improvement, in this part of his duty, of the National schoolmaster, arising chiefly from the better instruction, and more extended practice of the Training college. There is no point, my Lords, where the influence of the trained master is so perceptible as in the substitution of an intelligent, in the place of a rote-system, of imparting and impressing knowledge. He is not afraid of leaving the beaten track (I might almost say the deep ruts) of printed question and answer, and going forth at will, without a path laid down, but not without a constant purpose, into the profitable and pleasant regions of illustration and analysis. He does not fear to lose his way, nor to mislead the children who accompany him, though he have no mile-stones to mark the progress, nor fences to circumscribe the boundaries of his intellectual course. There is now an increasing number of teachers in our schools, who catechise the children with intelligence and fidelity. I have found Archdeacon Sinclair's Exposition of the Church Catechism, with its language made more familiar to suit the comprehensions of our poor children, a very valuable aid to the teachers of Church schools. It is, I think, to be regretted that, in addition to the Church catechism, so little

attention is yet paid to the Liturgy of our Church in the instruction of its daily schools. At only about one-fourth of the whole number is it considered as a subject on which the children should be carefully informed; at least, no notice is taken of it in the school course. And, since it is the case with our Liturgy, as it is with all things that are intrinsically good, that the more it is known the more it must be valued and loved; it seems, to say the least, unwise not to give the children of our poorer classes every opportunity and help in our power towards a better knowledge of the prayers and services of that Church of which they are members. On the other hand, it must be admitted that, in some schools, lectures are given on the Liturgy in such a dry, cold, uninteresting manner, that they are little likely to attract the children; or, if they produce any effect on them, it is that they tend rather to make them questioners and disputers than reasonable admirers of that form of sound words which the Church puts in their mouth.

The two questions as to "the religious progress," and "intelligent answers" of children, I understand to be relative, proportional to the time that they have been in the school: and thus, in some degree, tests of the religious character and professional ability of the teachers. The answers to them cannot be considered on the whole as satisfactory, announcing that not five-eighths of the whole number of schools have either made that progress in religious knowledge, nor acquired that intelligence of apprehension and expression which we might fairly expect from them. Certainly there is more of religious than any other branch of knowledge in our schools (I do not now speak of practical knowledge), but, considering the portion of time which is generally allotted to this subject, we may reasonably doubt whether the progress in it is such as it ought to be.

With regard to the intelligence of the children's replies when under examination, one point is deserving of remark: that in general the teachers of our National schools do not sufficiently discourage the thoughtless and unmeaning *guesses* which the children frequently make in answer to a simple question. It should be remembered that, to the child's mind, any answer seems to be an answer, whether it be right or wrong. He is satisfied with himself at having replied to the question; the greater part of his class-fellows are equally satisfied. They see that he has answered quickly, and therefore, in their eyes, well. If this were not a very common fault, it would be needless to insist here on its mischievous tendency that, above all things, it makes the children thoughtless. A great object of elementary education is to make them *think*; the daily practice of many schools is so to propose the questions to a class, and so to require its answers, *that* the children cannot think. They reply, not because they know, but because they are ignorant of the right answer—not, because they would, but because they must, say something. Half, at least, of the foolish replies

which are made to questions arise from this cause, that the master does not sufficiently reprove this habit (for the bad habit is soon formed) of guessing.

Corporal Punishment.

I have devoted a column in Table (F.) to the returns made in answer to the questions proposed as to the existence and nature of corporal punishment in our schools. It has long been a question, whether such punishment be necessary; very different opinions are held on the subject;—

"*Adhuc sub judice lis est.*"

Now the answers made by 163 places are these:—That in 145 of them it is made use of. That in 18 it is dispensed with. Of the 18 places in which there is no corporal punishment—

6	are	schools	of	girls only.
2	„	„	„	girls and infants.
2	„	„	„	infants only.
5	„	„	„	boys and girls mixed.
1	„	„	„	boys only.
2	„	„	„	boys, girls, and infants separate.
18	Of these only three are large schools.			

In the six girls' schools the discipline is admirable; in four of them the children's progress in their studies is highly satisfactory.

The same may be said of one of the infants' schools, the other has been lately opened, and cannot be judged fairly in these respects.

The two schools of girls and infants are equally pleasing in these points.

Of the remaining eight schools, one is excellent in all respects, two are tolerable, the five others are wretched in discipline and very deficient in progress.

I should say that in several other girls' schools there is no corporal punishment, but these are not particularized in the Table, which is arranged for places and not for separate schools.

I now turn to the other side of the question, and take the 27 places returned in the Table, where corporal punishment is used most frequently, and, as far as I can judge, the most severely. What is the result?

At 20 of them are schools which are notoriously deficient in discipline, some of the worst, if not the very worst, in the whole Northern district.

Of these, 15 are in an equally wretched state, as to moral tone and intellectual progress.

At the other seven places, the schools of three are in a satisfactory state in all respects, and may be called good.

The remaining four are only tolerable, with a discipline of fear

rather than of love; where the children are not making great progress in their studies, but are not remarkably backward in them.

I subjoin a numerical list of these 27 schools, with the answer made to the question about corporal punishment, in the master's own words. I should say, that the instruments of punishment are the cane, stick, ferule or ruler, strap or taw (*i. e.*, strap with three, five, or seven tails), and birch rod.

1. "Strap very often"—a tolerable school, rather deficient in discipline.
2. "Cane every day"—a good school on the whole.
3. "Cane very frequently"—a bad school in almost all points.
4. "Cane very frequent"—a very bad, undisciplined, and ignorant school.
5. "Cane daily"—a poor school without any character.
6. "Cane every day"—a restless set of boys and girls mixed.
7. "Cane very frequently"—a very ignorant school of gaping, heavy children.
8. "Little stick once or twice per day"—a few grossly-ignorant and inattentive children.
9. "Cane freely"—the worst school (I think) in moral tone and discipline in the whole district.
10. "Cane and strap frequently"—a fair village school, but the children are inattentive and nervous.
11. "Cane frequently"—children very ignorant.
12. "Stick frequently"—a tolerable school, but deficient in discipline.
13. "Cane very frequently"—a fair school, but the boys are unruly and careless.
14. "Strap daily"—a fair school, well disciplined, not making much progress.
15. "Taw frequently"—a very ignorant school, the children seem to come when they please, and do what they like.
16. "Strap very frequently"—a good school with some bad points.
17. "Stick frequently"—children very rough and undisciplined. School only opened a short time.
18. "Little stick a little every day"—a fair school, but much deficient in discipline.
19. "Cane most days"—a good school well ordered in a manufacturing town.
20. "Cane not so very often"—a very ignorant school with no attempt at discipline.
21. "Cane every day"—a fair school, not in a flourishing state.
22. "Cane three times a-day"—a fair school, the discipline of which is deficient.
23. "Cane frequently"—a tolerable school with many loca disadvantages.

24. "Cane frequently"—a fair school almost approaching to "good."
25. "Cane pretty often"—a very bad, ignorant and disorderly school.
26. "Strap hastily"—an ignorant school with (apparently) a passionate master and mistress.
27. "Cane not very often"—a girls' school where the children are giddy, talkative, and ignorant.

Such are briefly the characteristics of the schools in which there is the greatest amount of corporal punishment: Do they seem to commend it to our judgment?

The offences for which it is inflicted are many and various; they are chiefly these, as returned by the teachers of the schools:—"Talking or laughing in school;" "gross inattention and disobedience;" "coming late frequently;" "playing truant;" "telling lies;" "bad language." In comparatively few cases "stealing;" "robbing orchards;" "trespassing on neighbours' property;" "being mischievous in the streets," &c.

There are, I think, very few of these offences which would not be much diminished by an increase of the number and improvement in the character of teachers, by inclosed play-grounds, and by cheerful companionship of the teachers with the children during their times of relaxation. In girls' schools, it is now the general opinion, that corporal punishment is not only unnecessary, but actually mischievous. In the best of those which are under my inspection, such as that at Clifton (York), Mrs. Burdon's Castle Eden, Beverley, St. Mary's (Sheffield) Richmond, Northallerton, Alston, Staleybridge, Manchester (St. Anne's), Seaton Carew, &c., &c., it is, I believe, a thing unknown, or almost unpractised. A mistress who cannot rule her school without the rod may well doubt whether she is fitted for that particular situation.

In boys' schools it doubtless is more difficult to dispense with it. There are natures amongst the wretched, uncultivated, and almost brute-like occupants of some of our boys' schools to which this "last appeal of force" seems the only one to which they will attend; but it is plainly the duty of a master to attempt to win them by all other means; and it is as plain, that the *charm* of the rod loses its power in proportion to the frequency of its use. I have seen schools in which the master never lays the cane down, but walks about with it, as his sceptre, bestowing a smart tap with it here and a sharp cut with it there, as may seem to him most needful. Such schools are almost always of an inferior description. The boys are cowed by the master's eye and the master's hand; but when he is absent for a moment, or his back turned, it is easy to see how little education is progressing there.

TABLE G.—RESULTS of EXAMINATIONS of SCHOOLS aided by Grants from the Lords of Her Majesty's Treasury.

Holbeck	School partially examined, after other business; children of first class, both of boys and girls, answered well in Holy Scripture; and read fairly; catechism correctly repeated.
Wortley	Hardly examined; overheard the different classes reading; the school had only been open two months; master trained at York, apparently intelligent, and devoted to his work.
Meltham	Very creditable progress made in 14 months; reading slow and distinct; questions in Holy Scripture well answered, and different passages ably compared; writing excellent; geography formally taught; master an able teacher.
Southowram	Reading, with one or two exceptions, good, perhaps rather hurried; questions in Holy Scripture moderately answered; writing and arithmetic about the average state of progress; master cheerful and interested in his work.
Horton	Partially examined; children in a bad state of discipline, and ignorant; rude in manners; great want of education in this parish.
Bradford Model School.	A very promising and well-ordered school; only a few of the upper children examined; reading tolerable; questions fairly answered in Holy Scripture and English History.
Low Harrogate	School making tolerable progress; deficient in arithmetic.
Grewelthorpe	School divided into too many classes; the reading tolerable; knowledge of Holy Scripture small, and of English History indifferent; writing remarkably good; general deficiency in arithmetic.
Burton Agnes	A good village school; all the first class absent except two boys; the reading generally good; questions in Holy Scripture fairly answered; writing too small and cramped; not much progress in arithmetic; Catechism imperfect.
Yeddingham	Only 11 children present; the reading and writing fair; simple questions intelligently answered; only one child learning arithmetic; master untrained, apparently earnest in his work.
Allerston	The reading indistinct and unmeaning; hardly a question answered; *ex. gr.* Who is Christ?—no answer; How many Apostles?—no answer; Catechism imperfect; writing fair; very little arithmetic.
Barnoldswick	Fair progress in reading and answering questions from Holy Scripture; knowledge of Catechism moderate; writing, about average; not much knowledge of arithmetic.
Ecclesall	Very good school; reading plain and slow; many intelligent and ready answers in Scripture History and doctrine; Catechism well said and with intelligence; writing excellent; moderate progress in arithmetic; fair in history and geography.
Wadsley	Tolerable progress; mechanical part of reading good; few intelligent answers made; many absurd guesses; writing rather too small; below average in arithmetic; singing pleasing.
Pitt's Moor	A capital school; making good progress; in a very pleasing state of discipline; reading distinct; answers well made in Holy Scripture; Catechism well said; writing very good; fair progress in arithmetic.
Whiston	Reading with much hesitation and many mistakes; few intelligent answers made in any subject; writing about average; little arithmetic; Catechism imperfectly repeated.
Rawmarsh	A pleasing infants' school; questions in Holy Scripture fairly answered; sums in Simple Addition and Multiplication readily done; spelling on the black-board very correct; mistress happy in questioning children.
Eggescliffe	Reading plain and sensible; answers fairly given, some with much intelligence; writing bold and good; arithmetic about average; geography duly taught; on the whole, making good progress.

TABLE G.—*continued.*

Greatham . . .	Pleasing school of girls and infants, taught with much kindness, and making fair progress; much want of apparatus and fittings up.
Southwick . . .	Not regularly examined, from want of leisure; girls' school in a very satisfactory state; good order and much progress, under a very able and right-minded mistress.
Sugley Field. . .	Examined three upper classes; reading indistinct; questions in Holy Scripture fairly answered by first class; hardly by second; Catechism well said; meaning of words not sufficiently explained; writing and arithmetic about average.
Cornhill	Reading not distinct; questions in Old Testament fairly answered, better than in New; Catechism imperfect; writing tolerable (copy-books very bad); arithmetic, about average of small schools.
Melkridge . . .	Reading indistinct and unmeaning; questions only answered by one boy; Catechism not yet taught; writing generally good; books of bad quality; moderate progress in arithmetic.
Drumburgh . . .	Only first class examined; reading fair; simple questions intelligently answered; Catechism fairly said; writing tolerable; books imperfect; very little arithmetic.
Fingland	Girls' school; reading pleasing and slow; few questions answered; girls were nervous; Catechism tolerably repeated; no arithmetic; mistress kind and pains-taking; in delicate health.
Middleton, Teesdale	Very satisfactory school; reading distinct and sensible; questions in Holy Scripture readily answered; Catechism well repeated; arithmetic and writing moderate; geography intelligently taught.
Ulverstone . . .	Moderate progress; reading unmeaning; few questions in Holy Scripture intelligently answered; many guesses; Catechism well repeated; writing bad; books of bad quality; little progress in arithmetic.
Manchester, Col. Church.	Good girls' school; reading rather too low; questions in Holy Scripture readily answered by first class; writing good; arithmetic about average; spelling not good throughout the school.

SCHOOLS EXAMINED, not being under Inspection.

Beverley, Infants .	120 infants under one mistress, with assistant; discipline fair; progress very good; sum in Compound Multiplication correctly done; Commandments distinctly repeated; good object lesson on 12 kinds of bark.
Keighley, St. John's	Only examined a few children; in manners generally very rough and rude; the school had been open only a short time.
Henworth Forest .	Only partially examined; children hardly classified; too much crowded; room intolerably hot and close; writing tolerable.
Thornley. . . .	Fair progress; reading tolerable; writing and arithmetic about average; deficiency of discipline.
Hoyland	Discipline imperfect; progress fair; two classes of boys and girls read Holy Scripture, and answer questions tolerably well; writing moderate; below average in arithmetic; Catechism well said.
Mossley, Old School	Very deficient in discipline; children chiefly short timers, and very ignorant; only questioned a few; hardly any answers; reading and writing moderate.
Swinton, Girls . .	Very pleasing school; reading plain and sensible; questions in Holy Scripture generally answered with intelligence and readiness; writing good; arithmetic moderate; singing and chanting very sweet.

TABLE G.—*continued.*

Knottingley, Infants	An intelligent school, under pleasing and earnest mistress; singing too loud; amusing lesson on the costumes of different countries.
Holbeck, (Mr. Marshall's).	Only examined the first class in each school; reading good; questions in Holy Scripture moderately answered by the boys; well by two or three girls; excellent order, and striking attention.
Slaithwaithe, Upper.	School only open five months; reading fair; Catechism well said; writing tolerable; master very pains-taking, has done much during the time.
Deptford, Boys . .	Much deficiency of discipline; examined only the first class, who were very ignorant in Holy Scripture, and generally inattentive; reading slovenly; children not enough questioned.
Friar's Goose . .	Discipline very imperfect; progress very fair; greater in writing and arithmetic than in knowledge of Scripture and Catechism; master unwearied in his work.
Hanging Heaton .	Chiefly oral instruction; answers in Scripture lesson fairly made; singing and chanting good; children very clean and neat.

SCHOOLS VISITED by desire of Managers (not examined).

Beverley, Infants, (Gentlemen).	An experiment how far infant schools are available for children of the gentry; 16 little ones under a young lady, who gives them instruction for 3 hours in the morning.
Allerston, Girls' School.	School kept by a young widow at her cottage fire-side; some of the elder children read the Scripture; the greater portion of the school-hours is given to needle work.
Beverley, National .	Apparently a good school for boys, under an intelligent and well-trained master; many of the upper boys have been under instruction in this school a much longer time than is usual in our schools.
Bradford Stot Hill .	Boys' room too much crowded; great deficiency of discipline; children all short-timers.
Kirby, Misperton Grammar.	A parish school, with endowment of 10*l.* per annum; kept by the clerk in his own house; children crowded together in a small and smoky room.
Dalton, Boys . .	Boys crowded in a small, close room, under a master who has been teaching above half a century, and who, for many years, opened this school in summer at 5 A.M.!
Barnsley, National .	School endowed (45*l.* per annum) for boys; the attendance of 160 under one master; trained at Sheffield.
Fulwood (Miss Silcox).	Pleasing girls' school, supported chiefly by a benevolent lady; in a satisfactory state of discipline, and, I am told, of progress also.
Stockton, National .	A large and important school, under a master and mistress, who, from their advanced age, are unequal to the charge; room spacious, but badly ventilated; discipline good.
Do., Industry . .	36 girls under one mistress; taught gratis, and clothed in green stuff dresses, between ages of 8 and 14; in a hired room, inconveniently situated and badly ventilated.
Easton	Endowment of 7*l.* per annum; 15 children present under one untrained master; only one mile distant from Drumburgh school; building much out of repair; some of the timbers rotten.
Dodworth . . .	Boys and girls mixed in 4 classes under one master; with an average attendance of 50; number rather on the decrease; room not convenient, nor well arranged.
Holker, Infants . .	24 children under 7 years of age, taught by an intelligent mistress, untrained; in a cottage; room too small for its occupants.

TABLE G.—*continued.*

Middleton, London Company.	Boys and girls on opposite sides of a large room, under one master and mistress, with intelligent monitors; average attendance of about 200; first class of boys and girls mixed did sums in Practice with great rapidity and correctness.
Casterton, Daughters of Clergy.	100 young ladies under a principal and 10 other teachers; order and arrangements very good; progress, I believe, very satisfactory; 30 younger children in the preparatory school.
Do., Servants . :	109 present; examined them generally in the Scripture; answers ready and correct; singing and chanting very sweet and true; writing excellent: from the age of 7 to 16.
Cartmel, Grammar .	Endowment of 100*l.* per annum; National school held in the room below; 9 boys learning Latin; great want of girls' National school in this place.
Leeds, Model (Infants)	School for infants, with an average attendance of 160; well taught; clean and cheerful; under one master, with his daughter as assistant; singing sweet; discipline good.
Ringley	Endowment of 46*l.* per annum, for the poor children of Chapelry of Outwood; at present 40 children on the books; school badly situate between the turnpike-road and canal, without fence of any kind.
Marple	Schools of boys and girls in separate rooms, many of them being little children.
Mossley, Dame School	Dame school (Mrs. Morris) of nearly 100 children crowded together in kitchen and back kitchen, under a clever and motherly teacher; children cheerful and interested in their work.
Norham, Boys . .	Endowed school for sons of freemen of Norham parish (containing 11 townships) in 4 classes, under one master; reading good and answers intelligent; 4 boys learning Latin; on the books 121.
Greatham (Barrington).	School of boys; average attendance about 50, under one master of much intelligence and activity; writing excellent, and good progress in arithmetic; fair knowledge of Holy Scripture.
Otley, Infants . .	Small infant school, under two sisters of good qualifications, and with much devotion to their work; children clean, happy, and in good order.
Otley, Grammar. .	Endowed school; lands commuted in time of the Commonwealth, for a fixed money payment; master must be a B.A. of one of the Universities; only 20 boys present.
Sherborne, Do. . .	School of boys and girls mixed, in 5 classes, under one master, with sewing mistress in the afternoon; upper part of the school absent "bean-dropping;" discipline of the school good; children quiet and well-behaved.

Of the contents of this table it is hardly possible to make any regular classification; but it seems that the same may be said of these as of all our elementary schools, that they are places where young children are taught for a short time by few thoroughly trained and well-qualified teachers. The results of such a course of instruction cannot be great. What they might be if the children were younger when first brought under intelligent teaching, or were continued a longer time in the school, or had a greater number of efficient teachers over them, we can now only guess. In the present circumstances of our schools children will not be, cannot be, in the real sense of the word, *educated*. The sooner we arrive at this conviction the better; the better, I believe, for our-

selves, for the children, and for the community at large. There are doubtless places in which advance is made towards real education, where moral and religious training are united with sound and appropriate instruction; where character is, in some degree, formed, and good habits are at least begun; but they are few in number, and not, in general, important in their circumstances. Indeed it may be almost laid down as a rule, that the larger the school is, the less will be—owing to the paucity of fitting teachers—the amount of real education given in it. It can hardly be otherwise; the solitary educator is, so to speak, sub-divided so much the oftener. Each child has so much the smaller part of him, of his mind, his thoughts, his observation, his reproof and encouragement. And it must be remembered that the educator (whether the clergyman of a parish, or the schoolmaster, or the happy union of both) not only *has* the school, but *is* the school. Yes, much more truly than the French king's boast, "*Moi je suis l'état;*" the real teacher of the school *is* the school. This is often evident enough in our public schools and in places of education for the richer classes; but in our elementary schools its truth is most striking and at times sufficiently painful. I have, during the last year, seen schools which only six months before had been flourishing under a good teacher, entirely altered by his or her removal, their numbers melted away, their intelligence extinguished, their whole character gone. This was the case in one of the most promising schools in Manchester, and in another at Leeds. At a village school in Northumberland, where at a previous visit I had occasion to remark a master of singular abilities and surprizing perseverance, impressing his character on the children, and leading them on in a most satisfactory manner; there was not, at my last inspection, a single trace to be found of all his labour and ability; the new master and the few children seemed to have nothing in common with those who had filled their places so worthily only a year before. It was then a very thriving and cheerful school—it is now one of the worst, if not the worst, in the whole district, in dulness, dirtiness, and ignorance.

This is doubtless the dark side of the picture. There are brighter objects in it. Amongst them if they be seen only in prospect, and not yet near at hand in the Northern district, I rejoice to mention one, which arose, in a great measure, from a suggestion made on the subject in my report for last year. In speaking of the importance of keeping up connexion with young people after they had left our national schools, I suggested that they might have annual meetings with their clergymen and teachers, and spend a happy day or half-day together. The Rev. W. Sinclair, Incumbent of St. George's, Leeds, acted upon this suggestion. In conjunction with the clergymen of the new districts which have been formed out of St. George's—viz. St. Andrew's and

St. Philip's—he instituted inquiries about the young people who had been brought up in the schools under his charge. This inquiry was, in itself, very instructive and interesting. Many of them had already been removed from this earthly life; not a few had departed from it in the faith and hope of the gospel; others were gone into distant lands. Some to Canada, some to Australia; many were settled in Manchester, at Bradford, and in other manufacturing places of the north of England. A considerable number still resided in Leeds and its vicinity. They were invited to meet together on the 6th of June, for a pleasureable and profitable re-union. None were invited under the age of 17. 210 young people (90 men and 120 women) with 30 teachers, the 4 clergymen of the districts, Mr. W. Gott, with other influential laymen, and many ladies interested in the schools, assembled in the school-room of St. George's, at seven P.M.: the proceedings began with an address to the young people, from the Rev. W. Sinclair, and a hymn; after which grace was said, and tea and coffee were partaken of; after some general conversation, which was very animated amongst the young people, many of whom had not met for some time, and were glad to recall their school-days, addresses were delivered by the Rev. W. Sinclair on "Education," by Mr. Gott on the "Objects of the meeting" by the Rev. B. Crosthwaite on the "Study of Holy Scripture," by the Rev. T. Sturgeon on the "Probable Results of the meeting," and by the Rev. R. Wolfe on "The Church." Between these addresses, which were delivered with much spirit and received with great sympathy and applause, were pauses for conversation and music; some hymns were then sung and the party separated, after an evening of sober and profitable enjoyment. An annual meeting of this kind is to be held on Easter Monday. Lectures also have been given, on subjects not directly religious, on the third Tuesday in every month during the winter, by the clergy and laity of the district; the subjects have been the "Origin of Letters and Printing," by the Rev. W. Sinclair; on "Electricity and Pneumatics," by Mr. Richardson; on the "Early Church," by the Rev. B. Crosthwaite; on the "Application of steam power to railways," by Mr. Addams; and on "Mechanics," by the Rev. R. Wolfe. I had the pleasure of attending one in December, and listening to a very instructive and eloquent lecture on the "Early Church," addressed by the Rev. B. Crosthwaite, to about 250 young people connected with the schools of the district. I must think, that in making this beginning in a right direction on a subject of so much importance to education, properly so called, Mr. Sinclair and those who labour with him, both clerical and lay helpers, men and women, have given good proof of their zeal and ability in forwarding the great cause of truly Christian education.

Manchester Church Education Society.

The operations of the "Manchester Church Education Society" during the last year have also been very successful in those points towards which its chief exertions have been directed. The Report (1846) states "that nine schools are entirely supported by the Society, and 26 others are assisted, making a total of 35 schools aided by the Society. The number of children also who are benefited by such assistance are, on the books 3360, in average daily attendance 2603." It may be observed that the average attendance in these schools bears a higher proportion to the number on the books than is usually the case in the Northern district. But it is not, I believe, in its efforts for the right education of the children of the poor that the operations of the Manchester Church Education Society have been most important or most successful: it has laboured diligently in a field which has been as yet little cultivated, and yet where there is ample space and sufficient depth of soil for the most earnest and unflinching labourers. The members of its committee have directed their attention to the educational wants of the middle classes; they have completed one of four commercial schools which it is intended to establish in different parts of the town. A handsome building for this purpose has been erected and lately opened as a daily school, in Stretford New Road. Its educational staff consists of a clergyman as its head, two assistants, besides French, German, and drawing-masters. It also stated in the Report, "that, from the Natural History Society, duplicate specimens will be from time to time forwarded to the schools, and, by permission of a Geological Society, the scholars under the charge of one of their masters may visit the Geological Museum on any day from ten till four." Here again is a decided step in a right direction. There is no class more deficient in sound church-education than that for the especial benefit of which these commercial schools have been established. It has been calculated that from 20,000 to 30,000 young persons in Manchester belong to this class. It appears that, with the exception of the grammar-school, in its two branches, "there is no institution whatever in the parish that can claim to make adequate provision for the education of such persons." It is therefore gratifying to find that 11 members of the Manchester Church Education Society each contribute 50*l.* annually towards this object. Their good example cannot fail to provoke others to aid as liberally in the same great work; and thus Manchester, next to the Metropolis, the most populous and richest of the towns of England, may be the first, if not to design, at least to carry into execution a well-devised plan for the right education of that important class which, as it has been from various circumstances little acted upon by the direct teaching of the Church, has become most impatient of her discipline and most alienated from her communion.

Durham Training College.

The Durham Diocesan Training School for masters is also in a flourishing state. The Report for this year (1846) mentions "that there are now in training as many pupils as the present (temporary) building can accommodate, while many candidates are waiting for admission." I have been informed also, by the principal, (Rev. J. Cundill,) that the tendency of the pupils to reside there for longer periods than at first has been continually on the increase. The new building, towards the erection of which your Lordships have contributed a liberal grant, has been commenced, and is now in progress.

York Training College.

At York the new buildings of the Diocesan Training College are rapidly advancing towards completion; they are intended to be ready for the increased number of pupils in July or August next. And here also, as at Manchester, a great step has been taken in a new and almost untrodden path. Whilst Manchester and the manufacturing districts of the north of England have observed the deficient education of their middle classes, and sought a wise remedy for it in the establishment of commercial schools, York and the agricultural districts have keenly felt the general want of right and intelligent teaching for the sons of a large and most important class—the farmers of England. To supply this want the "Yeoman School" has been established, at present only in a temporary building. It is intended shortly to erect a suitable structure for this desirable purpose. Of the want of such an institution, and the general desire to partake of its benefits, some small idea may be formed from the fact that within a week of the date of the advertisements, announcing its intended establishment, 25 applications were made for admission, though only 20 could possibly be admitted. For 21 guineas per annum such an education is offered to the upper and middle class of agriculturists as has hitherto fallen to the lot of but few of them. To combine science with practice, to base it upon and humanize it by a carefully moral and religious training, is the object of this education, truly worthy of the yeomen of Old England. It would indeed be cause of regret if an institution so important and worthy of all encouragement should fail, or come short of its full development from deficiency of funds to support its comparatively moderate expenses.

There is a subject which it may not be out of place to mention here, as of much importance to the prosperity of the different Training Colleges. Your Lordships are probably aware that, for purposes of private devotion and other deep considerations, it has been deemed advisable by the managers of these institutions to allot to each pupil in training a separate sleeping-apartment,

This arrangement requires a building with many windows in front, consequently the window-tax is a heavy burden on the management of each establishment; a burden, it must be remembered, falling chiefly upon the wise and considerate view of the present circumstances and future position of the young men who are thereby trained for the responsible office of national school-master. The greater portion of these young men are, as I am informed of good authority, unable to pay for their own expenses during the term of their training; they are in the majority of cases supported by friends at home. At the Irish Colleges five-sixths of the pupils are in this position; at Battersea above one-half, at Durham more than five-sixths; from Chester I have no direct information, but understand that more than one-half of the pupils are thus circumstanced. Such circumstances seem to place our training colleges, as regards the window-tax, in the same position with "Charity Schools." While, by the Act [illegible], are exempt from it. Surely it is not too much to expect that the Board of Taxes will relieve our Training Colleges from this heavy charge, and thus enable them to devote their small pecuniary means to the more direct objects of their institution. When it is considered that any, however apparently slight, hindrance to their free working acts with a tenfold power in clogging and almost bringing to a standstill the healthful operations of our national schools, all surely seems apparent to remove it. When this may be done without injustice to others and at small cost to the country at large, it is the strong duty of those, such Training Colleges were established to educate, the more master of their duties, the better training to the country from the contact of its well-instructed and highly-trained minds with the children of the poor. Would not that compensate for the trifling sum in the direct taxation of these institutions, also [illegible] from the circumstances of the pupils, as little a question of right as of expediency?

Irish Schools.

There is one, Mr. [illegible] Minister Board [illegible] has continually [illegible] on his mind [illegible] I am [illegible] in the Irish [illegible] [illegible] [illegible]

education offered to them, if they were not, as they conceive, excluded from it by poverty of dress and inability of punctual attendance. It is evident that the wise and necessary rules of our national schools cannot be altered to meet these cases; but it may admit of a question, and be worthy of some consideration, whether in certain localities of (to speak only of the northern district) Manchester, Liverpool, Leeds, Newcastle, Rochdale, &c., &c., another order of national schools might not beneficially be established—schools in which little attention should be paid to wholeness or raggedness of dress—in which the scholars might come during certain hours without strict requirement of punctuality. Something like this prevails, not in theory but in practice, in some of our schools, the rules of which are thus wilfully and continnally broken. Thus a child learns at school one of the worst lessons of its life—to think lightly of, and break heedlessly, the laws under which it is placed. But if there were schools such as I have hinted at above, "regularly irregular," (if I may be allowed the expression,) this evil would be avoided, and a class of children, now left without any means whatever of instruction or education, might thus be brought in some degree within their reach, and might profit gradually by their influence. Nor need such be called "Ragged Schools." This name seems to imply that all who go there must needs be in tattered and untidy dress. They might be called more pleasantly, and as truly, "Half-day Schools," or "Second-National Schools." The expenses attending their institution would not be great; they would be supported at small cost, and, independently of their other benefits, would act most beneficially as *filters* through which the stream of the most polluted humanity should pass before it was poured into the broad reservoir of our national schools.

Night Schools.

I observe a considerable increase in the number of night schools. These are generally for adults of both sexes, of the age of 13 and upwards, intended, in the manufacturing districts, chiefly for the benefit of those young people who are employed in the mills all the day. In other places their great object is to instruct them in writing and arithmetic, that the Sunday-school may not be desecrated by these branches of secular instruction. Night schools are usually under the teaching of the national schoolmaster, and superintended by the clergyman of the place. The hours of instruction are generally from 7 or 8 P.M. to 9 and 10. In many places the young people of either sex come on alternate evenings. In others, they are either in separate rooms, or in different parts of the same room, with a slight difference in the hours of entrance and departure, so that no mischievous consequences may arise from the circumstances in which these schools are necessarily placed. Their good effect has often been mentioned

to me by clergymen, not only as a means of imparting valuable instruction, but also as a healthful employment and diversion from other objects, to which the young of both sexes too often turn after their hours of labour.

Deficiency of Means.

In my Report on the northern district, laid before your Lordships last year, it was my duty to mention particular localities and districts, in which there was grievous deficiency of means for educating the children of the poor in the principles of the Church. I regret to state that in the majority of them the same deficiency still exists. In a second visit to some of them, the greatness of this deficiency has only become more apparent, while the means for removing it are not yet found. There is a district in the neighbourhood of Leeds (south-west of it), including the townships of Birstall, Morley, Gildersome, Gomersal, Batley—indeed, the whole space inclosed by the towns of Leeds, Bradford, Halifax, Huddersfield, and Dewsbury, where the number of children educated in Church schools is grievously disproportionate to the large and rapidly-increasing population. In some of these places great exertions have been made by the clergymen, and a few of the resident holders of property, but hitherto without much success. In a population of 50,005, I cannot reckon above 482 at the Church schools, which is not 1 in 100 of the whole population. Again, in the neighbourhood of Bradford, the same paucity of means, and little apparent wish of profiting by such means as are available, are to be observed. At Horton, with a population of 18,000, there are only 158 children in the Church-schools. At Thornton, with a population of nearly 7000, there are 52 only. At Wilsden, with about 5000 souls, there are 100 children in the school. The above numbers are those of the number on the books of each school, and not the children in actual attendance, who are, of course, much fewer in number. At Maurice Moor, a school of good size, built only a few years since for a Sunday school, is (as I am informed by the Incumbent of Wilsden) falling fast to decay. Again, on the borders of Yorkshire and Lancashire, in a populous district lying between Colne and Skipton, the number of children at Church, or, as I am told, at any schools, is sadly small, when compared with the number that spend their lives in the streets, or trespassing on their neighbours' property, learning only mischief, and forming habits of idleness, intemperance, and profligacy. Thornton-in-Craven, Lothersdale, Kelbroke-in-Thornton, are in a bad condition in these respects. The same may be said of many of the populous manufacturing villages which skirt the moorlands in the south-western part of Yorkshire. You may see groups of children in every street, and in every open space, following their own devices, and becoming daily more impatient of control, and less like reasonable beings; but you will look in vain for the school

in which they are to be taught carefully, and day by day their duties to God and man. In several of these places there is no resident either of gentle birth or liberal education: in some, not a single person of independent fortune. One clergyman in Lancashire assured me that in his district, with a population of more than 10,000, there was only one person of independent means, who, from peculiar circumstances, was unable to contribute to the support of his schools. Another incumbent of a densely inhabited district told me that he had nearly 15,000 souls under his charge; that amongst them all "the richest were only small shopkeepers, and but few of them." I do not think that it would be any exaggeration to state—though only from conjecture, for there are no means of ascertaining the precise truth—that half of the whole number of children in these places have no instruction nor education at all; that they live almost like the beasts that perish, and, it must be feared, die like them.

Time at School.

Another subject of deep importance, and well worthy of the earnest consideration of those who are interested in the right education of the poorer classes of our countrymen, is the length, or rather I should call it, the shortness of time during which the children remain in our elementary schools; the average duration of this seems to be (as I have had occasion to state before) less than two years—one year and three-quarters is probably the time—in which the chief instruction of their whole life is to be given. I speak here of the time spent in the juvenile school, and not in the infants'. If a child be brought into the former at the age of seven years, he is, in a great majority of cases, removed from it—or continued in it with frequent interruptions—before he is nine years old. At that age he is considered by his parents old enough and strong enough to contribute somewhat by his earnings to the scanty income of the family. In agricultural places this is generally the case. He is sent out into the fields, often by himself, in lonely or unsheltered spots, to watch cattle, or to scare away birds, &c., for 10 or 12 hours of the day. It is piteous to contemplate the effect of this "solitary freedom" on a child's mind and heart: he has no means of improvement, the face of Nature is a sealed book to him, and other books he has none. If he were willing to read, it would be hardly compatible with his uninteresting employment; or if he could do this, he very rarely has any taste for it. He drags through the weary hours of the day without a thought or hope but of its end. He inquires anxiously of any chance passer-by "What o'clock is it?" He whistles through the day truly enough, for want of thought.

It seems unfair, my Lords, that, whilst the children of the operative manufacturer are protected in their education by the clauses of the Factory-Regulation Act, no legislative enactment

secures to the child of the agricultural labourer such a period of school-time as is absolutely necessary for his sound instruction. It is useless to attempt to educate a child in one year and three-quarters of interrupted schooling; and it may be that in this period only 150th part of the solitary master's time and attention can be given to him. Before I entered upon the active duties of inspection, I was persuaded that the manufacturing districts both possessed the least amount of education for the children of the poor, and offered the greatest and most frequent obstacles to it. I am now, my Lords, convinced of my error. There doubtless are many hindrances to steady progress in our manufacturing places; but they are, so to speak, "constant quantities"—may be expected—and in some degree therefore guarded against. But in agricultural districts, such hindrances are as unceasing as they are various. Indeed, as they often depend upon the weather, they vary like it. It would be amusing, were it not on a subject of so much importance to the rising generation, to listen to the statements made by schoolmasters on this point. They are naturally anxious that their schools should appear well to the Inspector, and from their statements, there are but two months in the year (March and April) when this is the case; during these months the school has its full complement; at other times it is denuded of its fair proportions. Nor is it only the shortness of time at school, but (as I took occasion to observe before) the method in which this time is shortened by idleness and want of punctuality. I find in my notes, that at one school prayers do not commence before 10 o'clock; as the masters say, "It's no use, we are so disturbed by children coming in late." It should be said, that the hour of opening school is nine. I have not unfrequently observed 50 children late, *i. e.* too late for prayers, in a school of not more than three times that number. The most successful method (I believe) of remedying this great evil, is to close the doors as the clock strikes, and not open them at all to any children who come late, whether in morning or afternoon. This method is practised in several of our best schools. The cause of the unpunctuality, no doubt, in the majority of cases, is the parent; if the child be sent home again, the parent is, as far as he can be, punished. At a school in Yorkshire, I counted 32 children late out of 88. I asked them all the cause of their delay; in 25 cases it was "the mother;" five or six went for the "milk;" six or seven "to fetch water;" three had been to the cobblers for shoes; two or three were "fettling house up;" several could not "get their breakfasts in time;" two or three said "that mother wanted them;" only one of the whole number had the power or the courage to say that he had been "doing no'at" (nothing). Several of them, the master said, were habitually late-comers day after day, going for water, or milk, or on any other family errand, thus wasting their own few and precious school-hours, and hindering, by their irruption into it, the general discipline and progress of the school.

Under such circumstances, the teacher must have an unusual amount of good temper to bear rightly the often-repeated annoyance, and of cheerful diligence to continue his work with energy and in hope. He must, indeed, be gifted with that from which true forbearance to others and devotion of self alike proceed, and by which they are abundantly nourished; he must have faith, simple faith, that he is doing his work in that state of life into which it has pleased God to call him.

In conclusion, my Lords, I will briefly re-state what appear to be the most important observations made during my late tour of inspection.

That there is a great and general deficiency of funds for supporting our elementary schools in the northern district.

That this deficiency is such that, in many cases, if no remedy be devised, daily schools will be closed.

That in many others they will be left to the charge of inefficient teachers.

That the number of teachers (at all worthy of the name) in our schools, is altogether unequal to the duties which they have to perform.

That monitors, in a great majority of cases, are a positive hindrance both to the discipline and progress of the school.

That the school-time of our poor children is inadequate to the purpose of education.

That there is a great lack of books in our schools, especially of secular reading.

That proper ventilation of the rooms is much neglected.

That in few places are fitting houses provided (rent free) for the teachers, whose stipends at the same time are insufficient for their worthy support.

That there is a deficiency of exercise-grounds for our schools, and that where these exist, and are properly enclosed, little use is made of them for the purposes of physical and moral training.

That in nine cases out of ten all the responsibility of supporting and conducting the school falls upon the clergyman of the parish or district.

That nearly in the same proportion the laity, whether owners of the soil or employers of labour, contribute little of their money, and less of their time and influence, to the right establishment and proper conduct of our elementary schools.

There is nothing new, my Lords, in these remarks. They have been frequently made, and repeated again and again, by every one who has ever really looked into the circumstances of our national education. But their want of novelty is no slight token of their truth. That they are true, I am deeply convinced: and that they are so important, that, unless the evils which they declare, be removed, no right education can be given to the great mass of the poor children of this country, I have no doubt. The six years,

during which your Lordships' Committee has existed, have been most promising of good to the cause of education. Schools in considerable number, teachers' residences here and there, improved apparatus for the purposes of instruction, books in greater plenty and of higher character, play-grounds, and their appropriate furniture, land for industrial occupation, school libraries, clothing clubs, sick societies, re-unions,—such are some of the tokens of promise in these few years. And beside these, and, as I believe, more important than them all, new training colleges have risen up, and given proof already by what they have done what they will do with larger means and longer continuance of action. There can therefore be no doubt of the increase of our educational machinery within this period. But there has been no corresponding increase of *power* to work it. In this we fail, that we have not *living power* sufficient—I will not say to stir—but to move with seasonable rapidity and order, with ready energy, the great machine which in the last few years has been built up by those who have laboured diligently for the children of the poorer classes. We want *men* for our machinery. We must have *educated men* to *educate the uneducated.* We cannot have them, ready though they may be, and have been, to make great sacrifices for the good cause which they have at heart,—we cannot have them, unless we place them in such a position, that they will be respected, as superiors, by those whom they have to teach, and not looked down upon as inferiors, by those of the upper classes, with whom they ought to associate. Their position, I believe, my Lords, should be such that they should not *reasonably* desire any other, no, not even entrance into the holy orders of our Church. The object of our Training Colleges is to train schoolmasters, not clergymen,—to form a class of men who will worthily fill a most honourable and responsible station in the world, a station the honour of which, but not its responsibility, depends upon themselves, and who will not waste their thoughts and expend their energies in seeking other offices than those to which they have been called. When we have such men in our National schools, then, and not till then, shall we have education. A work will then be done of which we have now but little conception, a work which will enter most deeply into our national life, and produce the most important results on our national character. It will then, my Lords, be no slight reward to myself, and those who labour with me, as Her Majesty's Inspectors of Schools, to feel that, in however trifling a measure, we have been allowed to contribute somewhat towards bringing about a consummation so devoutly to be wished.

I have the honour to be, &c.,

March, 1846. FREDERICK WATKINS.

St. Philip's—he instituted inquiries about the young people who had been brought up in the schools under his charge. This inquiry was, in itself, very instructive and interesting. Many of them had already been removed from this earthly life; not a few had departed from it in the faith and hope of the gospel; others were gone into distant lands. Some to Canada, some to Australia; many were settled in Manchester, at Bradford, and in other manufacturing places of the north of England. A considerable number still resided in Leeds and its vicinity. They were invited to meet together on the 6th of June, for a pleasureable and profitable re-union. None were invited under the age of 17. 210 young people (90 men and 120 women) with 30 teachers, the 4 clergymen of the districts, Mr. W. Gott, with other influential laymen, and many ladies interested in the schools, assembled in the school-room of St. George's, at seven P.M.: the proceedings began with an address to the young people, from the Rev. W. Sinclair, and a hymn; after which grace was said, and tea and coffee were partaken of; after some general conversation, which was very animated amongst the young people, many of whom had not met for some time, and were glad to recall their school-days, addresses were delivered by the Rev. W. Sinclair on "Education," by Mr. Gott on the "Objects of the meeting" by the Rev. B. Crosthwaite on the "Study of Holy Scripture," by the Rev. T. Sturgeon on the "Probable Results of the meeting," and by the Rev. R. Wolfe on "The Church." Between these addresses, which were delivered with much spirit and received with great sympathy and applause, were pauses for conversation and music; some hymns were then sung and the party separated, after an evening of sober and profitable enjoyment. An annual meeting of this kind is to be held on Easter Monday. Lectures also have been given, on subjects not directly religious, on the third Tuesday in every month during the winter, by the clergy and laity of the district; the subjects have been the "Origin of Letters and Printing," by the Rev. W. Sinclair; on "Electricity and Pneumatics," by Mr. Richardson; on the "Early Church," by the Rev. B. Crosthwaite; on the "Application of steam power to railways," by Mr. Addams; and on "Mechanics," by the Rev. R. Wolfe. I had the pleasure of attending one in December, and listening to a very instructive and eloquent lecture on the "Early Church," addressed by the Rev. B. Crosthwaite, to about 250 young people connected with the schools of the district. I must think, that in making this beginning in a right direction on a subject of so much importance to education, properly so called, Mr. Sinclair and those who labour with him, both clerical and lay helpers, men and women, have given good proof of their zeal and ability in forwarding the great cause of truly Christian education.

Manchester Church Education Society.

The operations of the "Manchester Church Education Society" during the last year have also been very successful in those points towards which its chief exertions have been directed. The Report (1846) states "that nine schools are entirely supported by the Society, and 26 others are assisted, making a total of 35 schools aided by the Society. The number of children also who are benefited by such assistance are, on the books 3360, in average daily attendance 2603." It may be observed that the average attendance in these schools bears a higher proportion to the number on the books than is usually the case in the Northern district. But it is not, I believe, in its efforts for the right education of the children of the poor that the operations of the Manchester Church Education Society have been most important or most successful: it has laboured diligently in a field which has been as yet little cultivated, and yet where there is ample space and sufficient depth of soil for the most earnest and unflinching labourers. The members of its committee have directed their attention to the educational wants of the middle classes; they have completed one of four commercial schools which it is intended to establish in different parts of the town. A handsome building for this purpose has been erected and lately opened as a daily school, in Stretford New Road. Its educational staff consists of a clergyman as its head, two assistants, besides French, German, and drawing-masters. It also stated in the Report, "that, from the Natural History Society, duplicate specimens will be from time to time forwarded to the schools, and, by permission of a Geological Society, the scholars under the charge of one of their masters may visit the Geological Museum on any day from ten till four." Here again is a decided step in a right direction. There is no class more deficient in sound church-education than that for the especial benefit of which these commercial schools have been established. It has been calculated that from 20,000 to 30,000 young persons in Manchester belong to this class. It appears that, with the exception of the grammar-school, in its two branches, "there is no institution whatever in the parish that can claim to make adequate provision for the education of such persons." It is therefore gratifying to find that 11 members of the Manchester Church Education Society each contribute 50*l.* annually towards this object. Their good example cannot fail to provoke others to aid as liberally in the same great work; and thus Manchester, next to the Metropolis, the most populous and richest of the towns of England, may be the first, if not to design, at least to carry into execution a well-devised plan for the right education of that important class which, as it has been from various circumstances little acted upon by the direct teaching of the Church, has become most impatient of her discipline and most alienated from her communion.

Durham Training College.

The Durham Diocesan Training School for masters is also in a flourishing state. The Report for this year (1846) mentions "that there are now in training as many pupils as the present (temporary) building can accommodate, while many candidates are waiting for admission." I have been informed also, by the principal, (Rev. J. Cundill,) that the tendency of the pupils to reside there for longer periods than at first has been continually on the increase. The new building, towards the erection of which your Lordships have contributed a liberal grant, has been commenced, and is now in progress.

York Training College.

At York the new buildings of the Diocesan Training College are rapidly advancing towards completion; they are intended to be ready for the increased number of pupils in July or August next. And here also, as at Manchester, a great step has been taken in a new and almost untrodden path. Whilst Manchester and the manufacturing districts of the north of England have observed the deficient education of their middle classes, and sought a wise remedy for it in the establishment of commercial schools, York and the agricultural districts have keenly felt the general want of right and intelligent teaching for the sons of a large and most important class—the farmers of England. To supply this want the "Yeoman School" has been established, at present only in a temporary building. It is intended shortly to erect a suitable structure for this desirable purpose. Of the want of such an institution, and the general desire to partake of its benefits, some small idea may be formed from the fact that within a week of the date of the advertisements, announcing its intended establishment, 25 applications were made for admission, though only 20 could possibly be admitted. For 21 guineas per annum such an education is offered to the upper and middle class of agriculturists as has hitherto fallen to the lot of but few of them. To combine science with practice, to base it upon and humanize it by a carefully moral and religious training, is the object of this education, truly worthy of the yeomen of Old England. It would indeed be cause of regret if an institution so important and worthy of all encouragement should fail, or come short of its full development from deficiency of funds to support its comparatively moderate expenses.

There is a subject which it may not be out of place to mention here, as of much importance to the prosperity of the different Training Colleges. Your Lordships are probably aware that, for purposes of private devotion and other deep considerations, it has been deemed advisable by the managers of these institutions to allot to each pupil in training a separate sleeping-apartment,

This arrangement requires a building with many windows in it; consequently the window-tax is a heavy burden on the small income of each establishment; a burden, it must be remembered, arising chiefly from a wise and considerate view of the present circumstances and future position of the young men who are therein trained for the responsible office of national school-masters. The greater portion of these young men are, as I am informed on good authority, unable to pay for their own expenses during the term of their training; they are, in the majority of cases, supported by friends and patrons. At the York College, five-ninths of the pupils are in this position; at Battersea, above one-half; at Durham, more than five-sixths; from Chester I have no direct information, but understand that more than one-half of the pupils are thus circumstanced. Such circumstances seem to place our training colleges, as regarding the window-tax, in the same position with "Charity Schools," which, by the Act (Geo. III. c. 47) are exempt from it. Surely it it is not too much to expect that the Board of Taxes will relieve our Training Colleges from this heavy charge, and thus enable them to devote their small pecuniary means to the more direct objects of their institutions, when it is considered that any, however apparently slight, hindrance to their free working acts with a tenfold power in clogging and almost bringing to a stand-still the healthful operations of our national schools. It surely seems expedient to remove it, when this may be done without injustice to others and at small cost to the country at large. If, by the saving thus accruing to them, each Training College were enabled to educate only one more master per annum, the benefit arising to the country from the contact of his well-instructed and rightly-directed mind with the children of the poor, would more than compensate for the trifling loss in the direct taxation of these institutions: and indeed it seems, from the circumstances of the pupils, as much a question of right as of expediency.

Ragged Schools.

There is also, my Lords, another subject which has continually forced itself on my thoughts during my late tour of inspection in the Northern district. In most of the manufacturing, in many of the agricultural places, I observe both frequent irregularity of attendance and great want of punctuality in keeping the appointed hours at school. I find, moreover, that in all the large towns there is a larger or smaller class of children, of the very poor and the very profligate, who never come at all into our national schools. The reason given for their non-attendance is, that they have no fitting clothes and no regular family meals, so that they can be ready for school at its usual hour of opening. That this is often a mere pretence, and not a valid excuse, there can be little doubt; yet it is probable that the number of those parents is not small who would wish their children to avail themselves of the

but probably in a school where the annual expenditure amounted to 100*l.*, not more than 75*l.* could be reckoned upon as returning. This, however, should be a trifling consideration in a case where such manifest advantages would result.

As regards the instruction in the several schools, there is certainly a considerable improvement in progress. In many instances I find new and efficient masters provided. Old masters have received instruction in the art of teaching; organizing masters have been employed; the instruction of the monitors have been better attended to; class-books for reading have been admitted; arithmetic has been taught more intelligently; writing abstracts from memory and writing from dictation have been introduced, and, on the whole, a better tone, both morally and intellectually, prevails. Much, very much, remains to be done; but, although I cannot but characterize the schools in the West of England as generally inefficient, I should not do justice to my own impressions if I neglected to say that in very many instances a great improvement is going on.

One great obstacle, perhaps the greatest in the point of instruction, is the inefficiency of the instructors. It appears impossible to speak of this too frequently or too strongly; for upon this hangs all reasonable hope of improvement. A good master, if he be not burthened with too many scholars, will have a good school. One system may probably appear to assist more in developing the intellectual faculties; another the disciplining of the moral powers. But the master can in reality reverse this; and, under whatever external circumstances he may be placed, a man of intelligence and firm resolve will become the genius of his school, and mould his pupils almost according to his will. How very important is it, then, to obtain for our elementary schools, not merely men of sound information, but of practical skill, able to impart to others the knowledge they themselves possess! From want of this, many of the evils attendant on the present system of monitorial instruction spring. The masters are incompetent, not only in information, but in school tactics, and of course the monitors are incompetent also: not, indeed, that I would venture to say that the monitorial system as generally understood, under any set of masters, however talented, can be thoroughly effective. No doubt children, taken in rotation from a well-instructed first class, may be taught to give junior children the usual routine of mechanical instruction; but, beyond this, it is scarcely wise to expect them to go. If the moral powers are to be disciplined, if a reverence of mind, and a gentleness and humility of heart, together with quick intelligence and sound judgment, are to be cultivated, without which education is scarcely worth its name, some well-disciplined mind, with superior intelligence, must be brought to bear upon the pupil. For this purpose, it seems absolutely necessary that assistant masters and pupil teachers, or paid monitors, selected on account of their superiority

with reference to their respective attainments, should be parts of the machinery in every well-organized school. By this the additional advantage would be gained, of establishing personal intimacy and unbroken interest between the monitor and each child of his class. The self-respect of the former would be wholesomely raised; he would learn to regard himself as an important part of the school machinery, responsible not only for his own conduct, but, to a certain extent, for that of the children in his class; reciprocal feelings of respect and regard would spring up, which could not but prove very beneficial to both parties. In this place, I think it important to observe that in some schools an excellent plan is adopted of encouraging the paid monitors to meet at the school 30 minutes before the usual hours, during which time they receive instruction from the teacher—also for an hour during the forenoon, when the children generally are under the care of the senior class, learning such things as may be mechanically imparted; this, with the retaining of the senior class from 12 to 12½ (when the junior children are dismissed) for extra instruction, would seem to meet all objections that can be urged by parents against the employment of their children for monitorial purposes.

As regards the particular branches of instruction, I have little to say beyond repeating my remarks of last year.

The reading is still in many instances ill-taught; a defect far more fatal to education than is generally acknowledged. In very many schools, the children are taught to read so far as to be able to drawl out a few sentences, sometimes spelling the difficult words, sometimes not. They are then considered able to read, and in this state leave school. In after-time, such an attainment is, comparatively speaking, almost useless, and gradually expires for want of exercise. If reading is really to be valuable to a person, it seems absolutely necessary that he should be taught to read with intelligence and fluency, so that in leisure hours, or at other times, he may take up a book, as a matter of relaxation, or of improvement, with a prospect of deriving amusement or profit from its contents.

In order to encourage children in this, it seems to be absolutely necessary that a class of reading books, superior to those in general use, should be introduced. At present, the usual plan is to teach reading from the Holy Scriptures in the senior classes; and in the junior classes, from certain so-called elementary books, published by the Society for Promoting Christian Knowledge, containing selections from the parables and miracles of our Blessed Lord, in which, along with monosyllables, may frequently be found words of four and five syllables—manifestly unsuited for teaching reading successfully to children of a very early age. The inefficiency of such books for this purpose, and the impropriety of using the Holy Scriptures in a mechanical way to instruct in reading, are frequently

admitted by the managers of schools, who state that they are obliged to make use of such means, on account of the smallness of price at which these books can be purchased. At the same time expressing regret that, from want of funds, they are debarred from the introduction of a variety of such as are better suited to the wants of the school. Connected with this subject, it seems very desirable that lending libraries should be more frequently attached to schools, in which should be books well selected for *children's* use; such, for example, as are now frequently published at 2*d.*, 3*d.*, and 4*d.* each. One fault not uncommon in those already existing, is the unfitness of the books of which they are composed, in many cases uninteresting in matter, and far above the comprehension of children.

With respect to Etymology, I have still to regret its general neglect. Constituted as the English language is, so much of it being derivative, this omission cannot but be important; for it will frequently be found that the key word of a sentence is one which cannot fully be understood without reference to its root; and in the writings of our best authors it may, I believe, be generally discovered, that although the leading ideas are connected by words of Saxon origin, and which therefore are much the most numerous, the ideas themselves are stated in words derived either from the Greek or Latin language.

The writing is frequently bad. This, in some respects appears to arise from the way in which the slate is used, and the small bits of pencil put into the children's fingers. The left hand is used to support the slate, which therefore naturally falls to the left side: the fingers of the right hand are cramped and doubled up. Slates fastened to or inserted in desks, and tin pencil-cases would remedy these defects.

Copies composed of several lines, sufficient for the pupil to fill up the page he is writing, appear to be better than those of one word or one line, which hold out the temptation to a child to neglect a constant recurrence to his copy.

Mulhauser's copies, sold by Mr. Parker at a cheap rate, are very useful for this purpose.

Spelling is unskilfully taught. The slate in this respect frequently unused.

Arithmetic, in its most elementary stage, imperfectly understood. In very many schools, tolerably efficient in other respects, the children know nothing of numeration.

The Church Catechism, although taught in all schools, is often little understood. The Liturgy of the Church neglected. Hymns and Scripture texts seldom committed to memory. The intelligence unexercised, and little information on general subjects imparted. Such are some of the evils still existing; decreasing indeed, but too frequent and too formidable to be altogether omitted.

In matters of discipline, I still have to regret, in many instances,

defective registration. Admission-books and class-books have frequently no place in our parochial schools.

The registration is often made at improper times, after prayers for instance, or in the middle of the morning's work. The registers, when kept, are often imperfect and untidy.

A due attention to the principles of rewards and punishments is disregarded.

Monitors are allowed to strike the children under their care. Altercations frequently occur between the monitor and some child in his class. This should not be allowed. In all cases where the pupil refuses to submit to the monitor's directions, he should immediately be referred to the master.

Proper recreation for the children is unattended to: in many instances there is no break in the lessons from the time the children enter school until they quit it.

The time tables are defective.

In organization great defects still exist. Too little attention is given to the size of the classes.

Too many children are allowed to write at the same time—frequently the two or three senior classes.

The circulating monitorial system is strictly adhered to, where the monitors receive neither extra instruction nor pecuniary advantage.

Children of very tender age, often of two, three, or four years old, are admitted into National Schools, where they impede the progress of the older children.

The writing-desks are frequently badly arranged, in the centre of the room, or along the walls, sometimes too high, too steep, and too narrow.

The ventilation, in very many instances, remains defective; a very important defect, for where the atmosphere is close and foul, the brain is unable to fulfil its proper function, and the spirits flag.

In all cases where I have observed these defects to exist, I have endeavoured to point them out to the managers, and to suggest such remedies as appeared most fitting for the particular case.

With reference to the particular schools visited in the several counties, commencing with Cornwall, I would premise that the population from which the children are gathered in this county is composed of persons engaged in various employments—small farmers, tradesmen, miners, fishermen, and agricultural labourers. They appear to be a shrewd, intelligent race of people, not unwilling to avail themselves of a good education for their children when they can do so without self-sacrifice: *i. e.*, they will send their children to effective schools, and pay a moderate sum for their instruction, when their children are too young, or otherwise hindered from earning in the mines; but are too apt to withdraw them as soon as they can contribute in any degree to the weekly

income. In consequence of this, it may be stated that the children of miners seldom remain in the parochial schools beyond the age of ten; indeed, in very many instances, the children are employed above ground at eight and nine years old. In one case, a clergyman informs me that he has a boy at 10½ years of age, who works under ground, and descends 30 fathoms every day to his labour.

The earnings of these children are generally small, ranging from 3*d.* to 6*d.* per day; but the great mass of the mining population are in such circumstances that this trifling addition to their income is an inducement they cannot resist.

In the schools visited in Cornwall, there appear to be, from returns made—

On the books 1953 children, viz.—

831 boys,
626 girls,
496 boys and girls together.

The average daily attendance is 1662 children, viz.—

753 boys,
512 girls,
397 boys and girls together.

There were present, on the day of inspection, 1619 children, viz.—

710 boys,
512 girls,
397 boys and girls together.

In some few of these schools, geography, grammar, English history, and etymology are taught with other elementary branches, and the children (almost exclusively boys) are exercised in mental arithmetic. These however are the exceptions. The instruction is generally confined to reading, writing, spelling, the rudiments of arithmetic, and the Church Catechism. The Holy Bible is usually the class-book in the senior classes. The number of boys under instruction is greater than that of the girls. The quality of instruction better—their attainments higher. This is the more striking when it is remembered that the girls remain at school from two to three years longer than the boys.

In treating of the following schools as "*efficient*," I would beg to observe that my impressions have been formed, not so much from their abstract excellence, as from the improvement made of the opportunities and advantages vouchsafed them. In very many of them there is something to regret—*e. g.*, defective machinery, such as the absence of assistant masters, or trained pupil-teachers, or paid monitors; or the want of proper class books, or of unity of skill manifested in all the separate branches of instruction; or of satisfactory information on the part of the children in all things taught,

arising in a great measure from deficiency in the number of teachers. Such defects more or less exist in many of the schools hereafter mentioned; but in all of them thus introduced, there are certain excellencies which merit commendation, and which reflect praise upon the parties who have brought them about.

Of the most efficient schools in the county, I would mention—

Penzance; St. Erth; Tywardreath.

In the boys' school at Penzance, the instruction and discipline are extremely good. The information and intelligence of the children satisfactory.

The master, a very efficient person, is assisted by an assistant master, and eight paid monitors.

The two senior monitors receive 1*s.* per week.

The six juniors 1*s.* 6*d.* per month.

The writing-desks are along the wall. An extra charge of 1*d.* per week is made for writing on paper.

At St. Erth, a much smaller school, the instruction given, and information and intelligence possessed by the children, are not less satisfactory. The school here may be said to have taken its impress from the vicar, who, indefatigable in his own exertions, is well supported by an efficient master. The writing-desks are along the wall.

During the six winter months, gratuitous evening instruction is afforded to such as choose to avail themselves of it. On which occasions, weekly or fortnightly, as well as in the summer, the vicar gives lectures in geography, English history, mechanics, or some other subject. A plan which one could wish to see more extensively adopted.

At Tywardreath the school is fairly effective, although the instruction given is confined to elementary subjects. The boys' school is superior, perhaps, to that of the girls', and the senior girls better instructed for their age than the juniors. This may arise from the circulating monitorial system, which is exclusively adopted in this school, and from the number of children in attendance, which appears to be greater than can effectually be attended to by one master and mistress. In such cases, I observe the junior department suffers most. Here, the school owes much of its efficiency to the superintendence and support of a zealous clergyman.

Among other schools in this county which appear to be working well, I would place—

Launcells, a very fair village school.

Altarnun, the boys' school.

The girls' school is held in a wretched, crowded room, 22 feet by 16, and 6 feet 6 inches high; without ventilation, damp, and with an earthen floor.

Saltash,—which, in the boys' department especially, is much improved since last year.

Sancreed,—where a new, commodious, and well-arranged

building has lately been erected; and at present a master, from Battersea, is employed in organizing the school, after the plan of the parochial schools at that place.

Pelynt, Cardingham, and Truro (boys).

In all which, with some defects, there is much to be pleased with.

In Devon there is a very different class of schools from that in the fore-mentioned county. The population consists principally of agricultural labourers, fishermen, with some few manufacturers and small artisans in county towns; such, *e. g.*, as Barnstaple, Okehampton, and Modbury. Information and intelligence appear to be lower than in Cornwall. There is generally a less anxiety for good education. The schools are not so well supported, and are less effective. In the north-west of Devon, especially, there is a large tract of land wherein the parochial schools, for the most part, are in a deplorable state; with, I fear, little prospect of immediate improvement. In this district, the state of the agricultural labourer seems to be worse than in any other part of England I have visited.

There are few or no resident landlords; and in many instances, until of very recent date, the incumbents of the parishes have been absentees. In addition to which, the farmers are, with few exceptions, of the very humblest description; some holding land on lease (generally of lives), encumbered with annuities to other members of the family, and those occupying their own freeholds, frequently hampered with heavy mortgages.

The land is, generally speaking, in a state of bad cultivation; manure is scarce, and markets at a distance. The whole district lying on a clay substratum, several days intervene after rain before the farmer resumes his agricultural labours. This often causes a late tillage, and the crops thus sown do not come to maturity; and at their best are only of a second-rate quality.

Money being scarce, it is a prevailing custom to give the labourer, in part payment of wages, meat and drink. This, with 5*s.* per week, form his wages. The average rate of wages, where no meat is given, is 1*s.* 2*d.* per diem, which does not amount to 7*s.* a week; as, during the year, a man loses many days' work, especially in winter, in consequence of severe frost, snow, or heavy rains. The rent of cottages is high, varying from 2*l.* to 4*l.* per annum; and these, in many places, scarcely worthy of the name of cottages, being mere mud hovels in wretched repair.

Fuel is very dear, turf and wood scarce, and coals only to be procured at a great distance, and at such a price as to be almost entirely out of the poor man's reach.

Such are some of the causes which operate unfavourably on the progress of education in this district, and which appear to be of such a nature as to call for some aid from other localities, and extraneous sources, if such can be obtained.

In the 45 schools visited in this county, there appear to be on the books 3662 children, viz.:—

965 boys,
964 girls,
1733 mixed.

An average daily attendance of 2449 children, viz.:—

560 boys,
571 girls,
1318 mixed.

An attendance on day of inspection, 2130 children, viz.:—

544 boys,
556 girls,
1030 mixed.

In this county the number of girls under instruction appears to be equal to that of boys.

Among the most efficient schools visited in this county I would mention—

Lynton,—a mixed school, in which the senior boys and girls, at one end of the room, are under the instruction of a mistress, and six paid monitors, receiving each sixpence per week. The junior children, at the other end of the room, under the care of the mistress's mother.

In this school the children receive instruction in the History of England, grammar, and geography. They are well informed in Holy Scripture and in the Church Catechism, read and write well, and understand the principles of arithmetic. The singing is good. The discipline admirable. The results are as might be expected. Among those in attendance may be found the sons and daughters of farmers and tradesmen; and, in many instances, the children come from a distance of two or three miles.

This is a delightful instance of what may be effected by a zealous clergyman, interested in the work of education, assisted by the services of an efficient mistress.

Dittesham,—a school of not quite so high an order as the last, smaller in numbers, and inferior in subjects taught, is still a very efficient village school. The girls are more intelligent than the boys.

At Pilton there has been considerable improvement during the last year. A small infant school has been added to the establishment.

The schools also at the following places deserve to be mentioned:—

Lew Trenchard,—where, under a well-educated young master from St. Mark's, Chelsea, there is every prospect of improvement.

Appledore,—where considerable improvement has taken place.

Woolborough with Highweek,—where a new school has been established under favourable auspices.

Bishop's Tawton—Modbury—Okehampton, and Northam,—in all of which there are good hopes of future success.

In Dorset the state of education, as far as I have been able to judge, is superior to that in the last-mentioned county.

In 18 schools visited, I found on the books 1516 children, viz. :—

388 boys,
515 girls,
613 mixed.

An average daily attendance of 1081 children, viz. :—

305 boys,
386 girls,
390 mixed.

On the day of inspection there were present 981 children, viz. :—

296 boys,
402 girls,
283 mixed.

In this county there appear to be more girls than boys under instruction.

At Wimborne Minster there is a very efficient school; the arithmetic especially deserving of commendation.

At Holt also, in the same parish, the state of the school generally is satisfactory. The discipline and manners of the children good. The reading and intelligence of the junior children might be improved.

Marshwood is as effective as it was on my last visit. Here, as at Lynton in Devon, the population generally evince a desire to avail themselves of a superior education. The children of farmers and labourers are instructed together, and some of them attend from places two and three miles distant.

At Whitchurch Canonicorum the school is improved; the children better informed and more intelligent.

At Broadwinsor, where I did not examine the children in consequence of the absence of the vicar, a new school has been established, under teachers apparently zealous and efficient, with every prospect of success. The buildings, comprising National and infant school, with master's house, are commodious and well arranged.

At Maiden Newton and Halstock the schools are improving, and promise to be efficient.

At East Burton the building is merely used at present for the purpose of a Sunday-school. This, I believe, will be remedied as soon as sufficient funds can be raised to commence a day-school.

At Allington, where the population is returned as upwards of 1500, the same deficiency exists. Also at Ibberton, where the population is small.

In Somersetshire the state of education is but little different from that in the last-mentioned county. The population generally in the neighbourhood of the schools visited is employed in agriculture; in some few places, such, *e. g.*, as High Littleton, Bishport, and Downside, collieries; while in some few instances the schools inspected are in towns. The rate of wages in the south-western part is much the

same as that in the neighbouring counties. In the north-east, approaching the coast and Bristol, it is somewhat higher; an observation which I have considered fitting to make, as, generally speaking, the state of education is very materially affected by the rate of wages in a district.

In the 31 schools here visited there are on the books 3548 children, viz.:—

1636 boys,
1173 girls,
739 mixed.

An average attendance of 2133 children, viz.:—

888 boys,
773 girls,
472 mixed.

An attendance on the day of inspection of 2850 children, viz.:—

1393 boys,
756 girls,
701 mixed.

In the above, four schools are not included, of which I have no returns.

Of the schools visited, I would mention Portishead, which, in every respect, seems to be very efficient—the discipline, instruction, information, and intelligence of the children most satisfactory. As at Lynton in Devon, the school is conducted by a mistress, under the zealous superintendence of the rector of the parish. The boys and girls are classified together; the senior classes receive instruction in English history, geography, grammar, etymology, and vocal music; are well exercised in mental arithmetic; read fluently, with expression; are conversant with the historical portions of the Old and New Testament, well grounded in the truths of the Christian religion, and understand the meaning of the Church Catechism.

At Midsomer Norton and Downside the schools are in good order.

At Walcot the boys' school appears to be in a satisfactory state; the master efficient, the monitors, who are paid, well informed, intelligent, and active.

At Clevedon, High Littleton, Pitminster, Evercreech, North Petherton, and Banwell, there is much to be pleased with. At the last school, especially, the children are much improved during the past year; and at Pitminster, under a new master and mistress, the school promises to be one of the most efficient in that neighbourhood.

At Ilchester, where the population is more than a thousand, there is no day-school in connexion with the church. The building, assisted by the Lords of the Treasury, is used merely for the purpose of a Sunday-school.

In Oxfordshire 18 schools were visited—10 in towns, 8 in small

agricultural parishes. The amount of instruction given, and the state of education generally, is not superior to that in the schools inspected in Somersetshire.

In the 18 schools there are on the books 864 children, viz.:—

238 boys,
332 girls,
294 mixed.

An average attendance of 782 children, viz.:—

204 boys,
324 girls,
254 mixed.

An attendance on day of inspection, 683 children, viz.:—

135 boys,
279 girls,
269 mixed.

Of four schools there are no returns.

That at Aston Rowant is used merely as a Sunday-school.

That at Enstone may be considered rather as a proprietary han a National school, as the master has it upon his own responsibility, and, of course, is obliged to remunerate himself for his services by the payments of the children. Farmers' children pay 10*s.* per quarter; labourers', 6*d.* per week, if they receive instruction in writing and arithmetic.

Of the most efficient of these schools, I would mention St. Giles', and St. Aldate's in Oxford, and those at Lechlade and Chipping Norton.

The schools at Thame, and at Bicester and Wallington (girls' in both instances), are in good order.

Among the smaller ones, those at Lewknor and South Newington may be mentioned.

In Gloucestershire the schools visited are generally larger, and of a higher order than in those counties more westward. The population from which the children are taken is more variously employed, and the rate of wages higher.

Fifty-one schools were visited, in which there are on the books 5393 children, viz.:—

1859 boys,
1656 girls,
1878 mixed.

An average attendance of 3575 children, viz.:—

1148 boys,
994 girls,
1433 mixed.

An attendance on day of inspection, 3724 children, viz.:—

1268 boys,
1043 girls,
1413 mixed.

Of the schools thus visited, I would mention as most efficient:—

Cheltenham, St. John's, where the instruction and discipline is admirable; the children well informed and intelligent.

Avening, a mixed school, where the children are arranged on a gallery with parallel desks, the infants being in a separate room.

Stroud, where during the past year a handsome building has been erected for the girls and infants; in which, as well as in the boys' school, there is much to be pleased with.

Gloucester, St. James.

Cam.

Tewkesbury, where both National and infants' schools are well conducted. The infants' school is decidedly one of the best I have visited.

Dursley, and English Bicknor.

Ashchurch, Frampton-on-Severn.

Little Rissington; an admirable small parochial school.

Caincross; much improved during the past year.

Chalford, Twyning, and North Cerney.

In Worcestershire, the schools visited are generally larger than in other parts of the district, but the branches taught are not higher, nor are the schools superior.

In this county I visited 25 schools. The population of the several districts variously employed in collieries, in nail-making, carpet-manufacture, and agriculture. The rate of wages throughout the county is more favourable than in most of the other districts.

There are on the books in these 25 schools 2508 children, viz.:—

1180 boys,
877 girls,
451 mixed.

An average daily attendance of 1804 children, viz.:—

854 boys,
601 girls,
349 mixed.

An attendance on day of visit, 1414 children, viz.:—

531 boys,
506 girls,
377 mixed.

Of these schools, I would mention among the most effective:—

Malvern Wells, where the boys and girls are in the same room under master and mistress; the discipline is good, and the children well instructed in the subjects taught. Great difficulties exist in retaining the children at school continuously; they are taken away generally throughout the summer to drive donkeys used by the visitors; the average age of those in attendance is very low.

At St. John's, Worcester, the infant school is improved; senior

children are admitted into a class-room, where they receive instruction separate from and superior to that given to the infants.

At St. Martin's, Worcester, the school is used by the diocesan board, and children from all parishes admitted under the superintendence of the parochial clergy. The yard is out of repair, and the infant school in the lower room imperfectly supplied with apparatus. In another part of the town there is a girls' school where the children are fairly instructed.

At Clifton on Teme, the arrangement of desks is bad. The children crowded; their attendance, to a very great extent, seems to be confined to the winter months.

At Stoke Prior, the children are well instructed in the subjects taught; the average age is higher than in very many elementary schools, and I do not doubt but that the master, who appears to be an efficient person, would be able to instruct his pupils in higher branches, if properly supplied with books and apparatus. The writing desks are too high, not an uncommon fault, and badly placed; the ventilation is not sufficient for the size of the room.

At Bromsgrove the boys appear to be well instructed. The floor of the upper room is in a very unsafe condition; this was represented to the Committee, and will be attended to immediately.

At Dudley, St. James, a large school was erected in 1842, which is but partially used. The mistresses, two being engaged to conduct the school in separate rooms, are inefficient. The children ill informed. There is no fence to protect the school yard (which is in an untidy state) from the public road. It is very much to be regretted that this school in so important a place as Dudley should not be better supported. The whole income derived from subscriptions, donations, and annual collections, amounts to 15*l.* 9*s.* 10¾*d.*

At Evesham, the children are well instructed in elementary subjects. The state of the girls' school appears to be better than that of the boys'. A superior class of books for reading, &c., might advantageously be introduced.

In Monmouthshire I visited six schools. The population principally engaged in collieries, and in the iron trade.

In the six schools there are on the books 1213 children, viz.:—

530 boys,
364 girls,
319 mixed.

An average attendance of 828 children, viz.:—

385 boys,
235 girls,
208 mixed.

An attendance on day of inspection, 749 children, viz.:—

338 boys,
222 girls,
189 mixed.

The population in the colliery districts of Monmouthshire is generally in the receipt of high wages. I have before me the estimates of two persons well acquainted with the state of the sale collieries in the above localities, from which it appears that the earnings of the colliers, after paying candles, are from 18 to 27 shillings per week.

Smith . . .	24*s.*
Carpenter . .	20*s.*
Topmen . .	20*s.* to 24*s.*

The children leave school young, the girls to assist their mothers, or to service, and the boys to labour, as the following returns will show:—

Court-y-bella—	Boys.	Girls.
Under six years	24	20
Between six and eight . .	9	19
Between eight and ten . .	18	23
Above ten	7	6
	58	66
Pontypool Town School—		
Under six years	35	29
Between six and eight . .	47	38
Between eight and ten . .	58	44
Above ten.	32	22
	172	133

"I have given this subject some consideration," observes Sir Thomas Phillips, to whom I am indebted for much of this information, "but do not yet see how we are to induce the children to continue at school until 12, which would be a great benefit."

It would perhaps be impossible to select any part of the country from which to see the effects of ignorance and absence of moral discipline upon the state of the population more appropriate than that of South Wales. In the district where these schools are situated, it may be safely affirmed that the rate of wages is such as to provide the inhabitants generally with all the conveniences and comforts of life befitting their station. But the habits of the people are such, that in reality they enjoy a very small portion of their hard earnings. As property and wages have increased, drunkenness and immorality have increased also.

The scenes at the iron-works from these causes are described as appalling; boys under twelve years of age may frequently be seen drunk. And the Sunday, in too many instances, is made the occasion for the most brutal debauchery.

In spite, however, of these occurences, an improvement has cer-

tainly resulted from the schools in operation in this district. At Court y bella especially, the schools so nobly commenced by Sir Thomas Phillips, and so efficiently conducted by the present master, have been attended, I am informed, with the most beneficial results.

From Pontypool, also, as well from Tredegar, I am happy to say, the reports respecting the benefits derived from the establishment of schools is very consolatory. But indeed, while speaking on this subject, one cannot but deplore the utter insufficiency of existing institutions for the wants of this population; nor less regret the culpable indifference of many parties deriving a considerable income from these districts, as to the education of those who are employed by them.

An extract from the letter of a laborious clergyman, deeply interested in the work of education in South Wales, on this subject, will point out these facts very forcibly.

"There are no men of property *living* in this parish; the proprietors of land and minerals are not resident, and cannot be brought to take any interest in the schools connected with the place. The usual reply made by them to my application, is 'that they subscribe to similar schools in their own neighbourhood.' The great difficulty is the want of a competent salary for the teacher, that difficulty does not exist in parishes where there are large iron-works, for the various companies invariably support the master and mistress of the school."

Another clergyman writes to much the same purpose:—

"The landed proprietors, tithe-owners, coal-masters, all live elsewhere, and to all the applications made to them in behalf of education, return a deaf ear, taking no interest in it. The population in general is composed of small tenant farmers, coal-haulers, miners, and labourers, who cannot afford to support the schools. If we had means to erect schools, and support efficient masters, so as to make education cheap, I believe every effort would be made on the part of the parents to keep their children at school much longer than they at present do."

At Newport the school is conducted well; the children well instructed. Higher branches of learning in such an important place might be introduced with advantage.

At Court y bella, where the boys and girls are classed together under master and mistress, the school is progressing favourably.

The same may be said of that at Pontypool, where a new school is under erection in a distant part of the parish, with every prospect of success.

In closing my Report, I would acknowledge with gratitude the many acts of kindness I have received from the parochial clergy, and all parties connected with the schools I have visited.

There is much of trial, anxiety, and labour in the work of an Inspector; but withal, there is much from which to derive pleasure and for which to be thankful. Few situations disclose so many unostentatious works of piety and self-denial, and none probably bring a man to greater intimacy with the holy and the good.

I have the honour to be, &c.,

H. W. BELLAIRS.

To the Secretary of the Committee of Council on Education, &c., &c.

NAME OF SCHOOL.	On the Books.		Average Attendance.		Present.		Read Holy Scriptures.		Dissyllable.		Monosyllable.	
CORNWALL.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls.	Boys.	Girls.
Saltash	64	25	56	15	56	15	30	15	12	10	22	..
Quethioc	51		46		46		30		11		5	
Pelynt	50	46	38	31	..		21	20	18	10	11	16
Tywardreath	122	105	78	65	77	88	25	67	38	..	25	33
Cardingham	38	64	22	29	31	52	16	14	12	33	10	6
Peranzabuloe	81	52	60	40	55	40	40	14	13	20	11	6
Cusgarne in Gwennap	70		65		65		30		15		25	
St. Erth	54	61	48	55	46	51	30	30	..		18	15
Sancreed	140		100		110		50		50		10	
Launcells	33	31	26	29	26	29	20	23	..		6	4
Boscastle	130		80		92		24		35		33	
Gwennap (girls alone)	..	60	..	50	..	45	..	20	..	20	..	20
Zennor	70		60		58		32		15		13	
DEVONSHIRE.												
Westdown	48	42	25	15	19	7	14	10	20	3	..	
Lynton	190		107		141		105		14		71	
Brushford	41		35		35		12		16		13	
Upottery	..		23	36	25	35	26	22	11	17	7	18
Colaton Rawleigh	74		48		66		44		14		16	
Tipton	33		23		16		9		11		13	
Membury	70		30		39		14		12		14	
Bratton Fleming	71		34		53		44		12		15	
Bishop's Nympton	48		..		27		48		..		..	
Bovey Tracey (Girls)	43		35		41		19		8		14	
Buckfastleigh	70	76	48	46	52	83†	16	35	8	21	46	20
Modbury	46	41	38	35	34	30	38	28	..	10	8	3
Dittisham	36	61	19	38	20	36	16	12	..	16	20	22
Stoke Gabriel	100		80		84		50		..	..	30	
Butterleigh	56		50		20		31		7		18	
Bickleigh	50		46		46		43		..		3	
Cadeleigh	32		25		24		11		6		7	
Nosmayo (school closed)	56		45		..		40		12		4	
Woolboro' and Highwick	125	91	90	57	92	54	45	22	23	38	22	..
Lew Trenchard	67		57		57		39		14		14	
Hatherleigh	60	65	30	36	31	47	24	37	14	16	14	18
Winkleigh	69		40		40		28		18		11	
Shebbear	56		40		31		6		10		40	
Pilton	84	67	70	55	74	60	28	30	30	15	26	22
„ (Infants)	34		30		26		..		..		..	
Appledore	110	103	74	67	75	59	48	58	28	20	34	25
Bishop's Tawton	76		51		49		62		..		14	
Loxhore	55		45		..		18		..		37	
DORSETSHIRE.												
Wimborne Minster	130	130	100	97	112	110	57	85	40	16	33	29
Holt	46	55	39	49	43	52	21	29	11	11	14	15
Merriott	100		70		26		35		11		54	
Marshwood	42	42	30	30	18	32	28	25	9	8	4	9
Whitchurch Canonicorum	59	41	40	20	31	18	31	21	18	11	10	9
Halstock	96		60		84		52		20		24	
Broadwinsor	70		45		42		60		..		10	
„ (Infants)	45		28		27		..		..		..	
Maiden Newton	123		80		87		43		33		47	
East Burton (Sunday school)	30		20		..		..		..		..	

* Mistress receives fees.

Write on Paper.		Rule of Three.		Compound Rules.		Simple Rules.		Subscriptions, Donations, and other Sources.			Payments of Children.			Salaries:			Miscellaneo Expenses.		
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	£.	*s.*	*d.*	£.	*s.*	*d.*	£.	*s.*	*d.*	£.	*s.*	*d*
22	4	2	..	20	..	..		16	17	3	10	16	0	32	16	0	0	7	(
	21	..		2		14		16	0	9	5	9	0	16	12	0	4	17	4
25	11	3	..	6	4	12	16	9	0	0	20	0	0	42	10	0	5	0	(
45	46	14	..	22	8	62	21	26	0	0	21	9	2	90	0	0	11	0	(
13	22	3	3	..		8	6	27	5	0		..		25	0	0	7	4	(
30	7	1	..	2	..	8	..	16	0	0	15	0	0	31	0	0		..	
	15	..		..		..		..			10	0	0	16	0	0		..	
18	13	3	1	3	1	3	2	31	11	6	24	14	8	60	0	0	2	6	9
	40		5		6		13	22	0	0	30	0	0		..			..	
10	11	1	..	3	4	4	3	17	10	0		..		29	10	0		..	
	37		..		..		..	26	1	0	15	0	0	39	15	10½	1	0	8
	15		..		..	..	6		..		8	0	4	20	0	0		..	
	38		6		..		10		..		15	0	0	28	0	0		..	
15	9		..		..	15	9	9	16	6	5	15	10	16	0	0	3	18	(
	95		36		32		27	61	14	5		..		18	6	11*	52	5	8
	17		..		2		10	22	0	0	5	0	0	22	0	0	2	4	(
12	21	1	..	1	5	22	17	20	0	0	26	19	9	55	0	0		..	
	45		..		..		21	13	0	0	10	0	0	30	0	0	2	14	(
	..		..		..		..	15	5	3½	1	12	9	13	0	0	0	15	10
	20		..		..		20	8	0	0	14	10	0	22	10	0		..	
	29		5		9		36	6	0	0	10	0	0	40	0	0	2	2	(
	36		1		4		6	No returns.											
	8		..		..		..	18	0	0	5	0	0	20	0	0	5	0	(
25	10	3	..	4	..	6	2	20	0	0	20	0	0	40	0	0	1	14	4
20	8	3	..	10	..	12	..	37	10	6	23	10	0	65	6	6	8	18	(
9	11	5	4	3	8	10	16	9	0	0	14	4	4	47	0	0	3	5	5
	24		6		10		3	12	10	0	5	0	0	20	0	0	1	0	(
	20		..		..		4	2	12	0		..		No return.					
	3		..		..		..		..			..		13	13	0		..	
	..		..		..		..		..		No returns.								
	20		6		20		18		..		25	3	2	39	3	2	3	0	(
60	20	11	..	11	..	60	20	89	0	0	35	0	0	100	0	0	16	10	(
	24		..		4		57	23	16	0	14	0	0	45	0	0	6	4	1
14	24	1	..	30	4	24	18	27	0	0	21	7	4	59	17	4	1	5	(
	15		..		..		16	5	0	0	6	0	0	20	0	0	0	10	(
	6		..		..		..	10	0	0	3	0	0	10	12	0		..	
45	30	6	..	16	10	45	20	50	10	0	25	0	0	35	0	0	9	0	(
..		..		..		..		..			..			..				..	
26	27	8	..	22	17	42	44	29	6	11½	28	10	0	40	0	0		..	
	40		4		12		30	61	10	0	17	1	1½	42	4	(	9	6	9
	20		..		..		45		..			..		20	0	(	12	0	(
40	50	20	14	15	26	20	30	No return.			No return.			No return.			No return		
22	21	10	..	..	13	10	10	No return.			No return.			35	0	0*		..	
	17	..		4		6		33	0	0	22	10	0	50	10	0	6	10	(
28	25	6	1	5	11	10	8	20	0	0†	23	0	0	43	0	0	22	0	(
30	20	4	..	31	..	18	11	1	10	0	8	3	5	45	0	0		..	
	31		1		5		52	17	16	0	0	8	0	23	8	0		..	
	51		..		31		39	30	0	0	No return.			No return.			No return		
	..		..		..		..		..			..			..			..	
	22		..		18		30	16	7	6	18	9	10	45	10	0	19	0	9
	..		..		..		..	2	0	0		..		2	0	0	3	0	(

† Some S. S.

NAME OF SCHOOL.	On the Books.		Average Attendance.		Present.		Read Holy Scriptures.		Dissyllable.		Monosyllable.	
SOMERSETSHIRE.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Portishead	56	56	35	35	34	41	34	34	10	10	7	7
,, (Infants)	14	24	12	21	27		..		..		..	
Corston	38	30	28	24	19	23	3	6	7	9	18	11
Yatton	52	47	38	25	52	55	29	25	11	6	10	12
Clevedon	67	60	45	35	51	43	24	..	..		..	
Weston Zoyland	48		35		58				..		..	
Compton Bishop	60		40		48		..		..		..	
High Littleton	77	80	60	50	56	41	25		10		25	
Norton St. Philip's (Infants).	45		30		9		32	24	21	28	17	11
Banwell	65	51	59	42	54	40	..		..		..	
Bridport	50	30	36	20	30	10	36	..	15	..	5	..
Downside	107	74	82	49	100		14	12	7	5	10	6
Midsomer Norton	67	58	50	45	..	44	63	32	6	10	19	6
Catcot	66		60		46		33	39	12	24	8	13
Walcot	..		..		159	80	17		11		27	
,, (Infants)	..		..		114		..		..		..	
Evercreech	77	77	57	67	51	64	..		..		..	
East Pennard	15	22	15	22	..		24	31	8	28	11	12
Wiveliscomb	74	66	60	60	44	39	7	19	5	9	4	4
,, (Infants)	104		70		72		38	36	26	38	2	..
Elworthy	44		38		No attendance; out of repair.		..		..		..	
							16		..		28	
Pitminster	69		62		54		30		15		24	
West Bagborough	42		34		34		20		9		6	
Compton Martin	57		26		26		..		..		..	
Middlesoy	40		40		38		..		..		..	
OXFORDSHIRE.												
Witney (Infants).	..		45		41		..		..		..	
Tackley	..		..		31		20		11		11	
Bicester	..	82	..	62	..	64	..	40	..	22	..	20
South Newington	21	36	16	31	10	23	2	7	..		24	
,, (Infants)	28		28		26		..		..		..	
Watlington	..	100	..	90	..	59	..	28	..	23	..	26
Thame (infants)	70		50		50		..		..		..	
Chipping Norton	84	..	65	..	65	..	46	..	15	..	12	..
GLOUCESTERSHIRE.												
Nailsworth	64		64		36		20		7	..	14	
Avening	60	70	50	60	58	68	27		33		50	
Frampton Cotterell	58	56	50	44	46	35	17	26	8	6	19	14
Brimpsfield	49		33		41		24		..		25	
North Cerney	80		68		57		25		10		33	
Tirley	80		30		36		..		..		..	
Ashchurch	80		65		46		28		..		52	
Frampton on Severn	30	24	26	20	29	22	22	19	..		8	5
Frethern	40		30		26		16		18		6	
Charlton Kings	..		..		27		14		8		..	
Twyning	50	48	35	30	40	35	19	15	11	9	20	24
Cheltenham, St. John's	75	79	63	58	72	51	32	34	17	..	25	28

Write on Paper.		Rule of Three.		Compound Rules.		Simple Rules.		Subscriptions, Donations, and other Sources.			Payments of Children.			Salaries.			Miscellaneous Expenses.		
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	£.	*s.*	*d.*	£.	*s.*	*d.*	£.	*s.*	*d.*	£.	*s.*	*d.*
32	32	7	11	12	13	18	21	20	5	0	20	0	0	52	16	0	63	6	0
..	..	..		..		..		6	5	0	11	0	0	28	10	0	11	5	0
0	0	..		..		6	9	10	0	0	9	0	0	15	12	0	43	8	2
5	12	2	..	4	..	6	..	24	1	6	10	0	0	53	10	0	10	0	2½
30	16	..		..		..		60	0	10	11	0	0	66	0	0	15	7	0
23		4		..		..		10	0	0	No returns.			..			..		
26		..		1		..		29	0	0	20	0	0	20	0	0	1	5	0
18	18	..		16	24	38	15	24	0	0	23	0	0	55	0	0	16	14	0
..		..		..		..		18	0	0	..			15	0	0	2	5	0
31	5	4	..	6	..	7	8	46	17	8	17	3	6	48	4	0	16	19	0
14	8	..		..		8	..	15	10	0	12	0	0	26	0	0	1	10	0
90		13	..	24	14	28	9	25	7	6	28	11	4	50	0	0	15	15	1
40	18	2	1	13	2	16	39	20	0	0	8	0	0	25	0	0	..		
27		..		11		6		10	0	0	10	0	0	22	12	0	1	14	2
168	31	..		..		..		..			..			..			..		
..		..		..		..		..			..			..			..		
20	18	..		4	9	3	14	29	0	0	20	17	11	61	0	0	45	1	4½
12		..		2	2	5	9	5	0	0	12	0	0	17	0	0	..		
15	16	..	..	9	..	27	10	No returns.			No returns.			30	0	0	2	15	7
..		..		..		..		..			..			..			..		
..		..		..		..		12	0	0	No returns.			..			..		
..		1	..	20		..		..			20	0	0	72	10	0	..		
18		..		..		14		20	0	0	13	0	0	33	0	0	17	10	0
..		..		..		..		..			..			16	10	0	9	0	0
..		..		..		..		17	0	0	..			10	0	0	24	3	5
..		..		..		..		1	0	0	No return.			10*l.* from rector and payments of children.			2	0	0
8		..		..		10		..			..			..			..		
..	10	..		..		..	28	23	10	0	12	0	0	30	0	0	5	10	0
5		..		9		9		28	19	0	..			30	16	0	3	19	11
..		..		..		..		..			..			...			..		
..	40	..		..		..	28	28	0	0	18	10	7	35	0	0	4	12	9
..		..		..		..		11	0	0	8	0	0	19	0	0	3	0	0
38	..	5	..	14	..	30	..	21	11	4	32	17	0	45	0	0	8	10	10
14		2		10		11		30	0	0	12	0	0	45	0	0	16	7	3
44		5		8		61		..			..			72	0	0	..		
22	12	..		10	1	11	19	51	0	0	22	0	0	50	0	0	..		
8		..		..		..		18	0	0	5	0	0	14	0	0	2	2	0
														S. S., 3*l.*					
39		1		..		..		5	5	0	20	0	0	25	0	0	25	17	3
4		..		..		..		16	12	10½	0	7	0	20	0	0	5	10	0
25		..		2		12		33	0	0	12	8	11	50	0	0	7	0	0
22	..	..		5	9	..		49	0	0	21	10	0	60	0	0	..		
6		..		..		..		4	10	0	4	0	0	10	0	0	1	0	0
14		..		3		..		..			..			55	0	0	..		
19	30	..		4		17	15	44	2	6	24	10	9	55	0	0	..		
..	34	16	..	16	17	34	31	22	0	0	37	10	10	120	0	0	..		

NAME OF SCHOOL.	On the Books.		Average Attendance.		Present.		Read Holy Scriptures.		Dissyllable.		Monosyllable.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Leckhampton	34	31	28	26	37	21	17	17	8	6	9	8
Badgworth	15	24	10	13	16		11		6		5	
Chalford	81	92	56	52	59	58	37	34	12	10	10	8
Hanham	103	134	65	105	57	92	18	49	25	31	60	54
L. Rissington	60		55		46		22		9		12	
G. Rissington	54		40		54		19		12		23	
Lechlade	141		118		113		43		40		30	
Miserden	33		27		20		14		..		..	
Stroud	86	84	73	65	74	63	50	44	13	21	23	21
,, (Infants)	150		100		116		..		..		..	
Cam	96	80	61	53	75	66	29	29	20	18	24	14
Caincross	75	68	60	47	60	47	22	22	17	16	14	10
Gloster, St. James's	123	72	93	35	90	40	76	23	47	49	..	
,, ,, (Infants)	100		80		106		..		..		..	
Tewkesbury	172	120	120	75	120	75	90	45	20	20	10	40
,, (Infants)	228		170		178		40		..		..	
Kingsholme, Gloster (Infants.)	90		90		90		Infant School.		..		..	
WORCESTERSHIRE.												
Upton-on-Severn (Infants)	70		50		64		..		..		..	
Powick	49		40		34		17		6		26	
Malvern Wells	45	45	26	25	33	34	16	13	14	8	15	24
Bernard's Green	55		30		34		26		O	O	29	
St. John's, Worcester (Infants.)	142		100		80		30		14		98	
Clifton-on-Teme	50	42	35	32	36	31	14	14	14	14	22	14
Kidderminster	97	70	70	45	73	47	20	21	17	12	60	37
Dudley, St. James's	4	21	4	16	4	13	1	12	..		3	9
,, ,, (Infants)	100		90		87		5		..		95	
Evesham	85	84	67	55	80	74	52	37	11	21	22	26
MONMOUTHSHIRE.												
Newport	195	141	145	95	135	113	95	60	31	25	69	56
,, (Infants)	106		100		76		..		..		..	
Court-y-bella	163		108		113		58		22		44	
Pontypool	170	137	120	80	90	50	90	50	30	20	50	67

TREASURY

CORNWALL.												
St. Austell	96	47	88	38	68	31	50	12	13	10	12	16
Penzance	200	79	170	65	160	65	130	38	25	11	28	19
Ludgvan	60	46	57	30	51	30	39	20	18	12	23	4
Altarmun	68	66	45	50	39	49	30	40	..		15	10
Launceston	70	65	55	62	47	..	40	40	..		15	22
Warbstow (noregistration)	35		..		26		14		..		21	
Truro (Boys alone)	115	..	90	..	81	..	55	..	16	..	44	..
St. Breage (school closed)	Opened since with 100 on the books; average attendance from											
Callington (closed)	..		..		..		..		..		..	
St. Ive's (closed)	..		..		..		..		..		..	

Write on Paper.		Rule of Three.		Compound Rules.		Simple Rules.		Subscriptions, Donations, and other Sources.			Payments of Children.			Salaries.			Miscellaneous Expenses.		
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
8	6	..		11	..	6	9	18	13	6	7	0	0	40	0	0	1	18	0
12		..		2		5		20	3	0	9	19	1	22	19	6½	4	5	9
..	8	3	..	20	14	..	14	32	12	0	31	0	0	53	0	0	46	14	4
17	18	..		..		9	29	13	14	0	30	0	0	50	0	0	1	10	0
16		..		..		22		..			..			32	0	0	1	8	0
..		..		..		..		..			4	0	0	21	0	0	..		
65		..		36		77		25	15	11	25	16	2	72	12	0	11	14	8
2		..		..		..		No returns.			..			16	0	0	5	0	0
36	23	15	..	21	..	14	44	From a general Parochial Fund.			27	15	2	75	0	0	..		
..		..		..		..		..			17	17	10	30	0	0	..		
35	13	..		14	4	53	44	85	0	0	..			59	0	0	42	15	10
20	14	..		19	13	8	13	64	14	1½	4	6	11½	36	17	8½	12	9	5½
51	12	..		26	12	97	60	..			55	0	0	130	0	0	..		
..		..		..		..		Included above.			..			..			..		
70	45	30	..	56	40	110	50	65	0	0	25	0	0	104	12	0	25	8	0
..		..		..		..		73	0	6½	39	17	9	85	8	0	..		
..		..		..		..		20	0	0	5	0	0	..			3	3	0
..		..		..		..		..			..			..			..		
..		0	0	0	0	0	0	..			..			..			..		
12	13	1	0	15	13	9	8	55	0	0	13	16	9	7	16	0	9	8	10½
10		0	0	0	0	0	0	..			10	0	0	55	0	0	18	17	5
8		0	0	1		10		16	0	0	..			25	0	0	..		
											19	0	0	43	0	0	8	0	0
16	12	0	0	0	0	3	0	..			..			..			..		
20	16	0	0	12	4	25	20	58	7	0	24	0	0	35	0	0	20	7	7
1	4	0	0	0	0	1	4	15	9	10½	20	0	0	35	9	10½	..		
0	0	0	0	0	0	0	0	15	9	10½	20	0	0	35	9	10½	..		
18	8	..		5	..	13	15	87	8	11½	35	5	3	70	0	0	62	2	3
95	60	10	..	15	4	65	57	158	11	6	26	8	0	107	8	0	..		
..		..		..		..		..			8	16	0	36	16	0	..		
44		16		13		29		..			31	18	11	90	0	0	26	6	6
50	20	25	6	18	6	47	8	90	19	8	30	0	0	90	0	0	22	4	0

SCHOOLS.

52	6	3	..	15	..	51	12	..			..			..			..		
130	14	40	..	30	10	100	55	..			..			..			..		
33	6	2	..	6	..	14	..	..			..			..			..		
30	12	5	..	7	2	30	8	..			..			..			..		
30	26	8	..	6	8	20	32	..			..			..			..		
6		..		..		..		..			..			..			..		
55	..	6	..	..		84	..	..			..			..			..		
80 to 90.														..					
..		..		..		..		..			..			..			..		
..		..		..		..		..			..			..			..		

NAME OF SCHOOL.	On the Books.		Average Attendance.		Present.		Read Holy Scriptures.		Dissyllable.		Monosyllable.	
DEVONSHIRE.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Colyton (Sunday school).	86	98	..		..		..		..		..	
Awliscombe (boys)	27	..	21	..	24	..	15	..	12	..	..	
Bradninch	58	64	40	60	17	25	14	13	15	14	18	37
Blackhauton	98		92		..		94		..		24	
Meavy	20		15		20		8		..		12	
Ashburton (Infants)	..	80	70		13		30	..	..		..	
Bratton Clovelly	55		45		48		35		11		9	
Beworthy	32		32		12		..		20		..	
Highampton	42		35		18		20		11		11	
Okehampton	75	87	55	55	53	49	51	53	24	34	..	
,, (Infants)	30		28		21		..		..		..	
Colebroke (no registration)	..		40		..		30		..		..	
Exbourne	25		..		..		5		..		20	
Black Torrington	40		35		..		25		15		..	
Barnstable (Infants)	180		140		124		..		..		..	
Northam	40	49	26	36	28	30	22	31	..		18	18
DORSETSHIRE.												
Winterbourne Whitchurch	22		17		17		7		5		10	
Dorchester (Girls)	..	145	..	120	..	125	..	76	..	27	..	32
Lytchett Minster	31	42	26	25	19	21	12	18	9	7	10	17
Poole	80	60	70	45	73	44	49	33	1	27	..	
Ibberton (Sunday school)	46		40		..		..		..		..	
Allington ditto	60	80	50	70	..		..		..		..	
Cattistock	37		30		{Children absent.}		15		..		22	
Osmington	30	44	27	33	{Children absent.}		..		..		..	
SOMERSETSHIRE.												
Bedminster	200	131	169	90	169	90	84	32	45	34	52	30
Taunton	213	130	..	118	140	81	56	40	40	27	101	53
Shipton Beauchamp (no day school)	..		..		..		..		..		..	
North Petherton	126	160	70	60	74	53	40	38	14	25	20	18
Limington	42		37		35		26		12		4	
Ilchester, no day school (in S.S).	110		..		..		..		..		..	
Kingsdon	40	..	24	..	22		29	..	6	..	5	..
Wincanton	88	77	48	..	48	52	27	14	19	22	17	1
OXFORDSHIRE.												
Northleigh	65		60		46		16		19		21	
Leafield	..		..		57		33		10		9	
Oxford, St. Giles's	70	74	60	56	43	52	40	44	..		..	
,, St. Aldate's	58	..	50	50	..	46	30	..	10	..	10	..
Little Tew	35	..	26	..	18	..	4	..	10	..	4	..
Enstone	35	43	23	35	17	35	17	16	..		..	18
Aston Rowant (no day school).	..		..		..		..		..		..	
Lewknor	56		45		..		16		20		20	
GLOUCESTERSHIRE.												
Horfield	40		29		23		..		..		..	
Downend in Mangotsfield	152	57	110	48	110	48	..		..		..	
Old Sodbury*	50	50	..		..		..		..		..	
Campden	66	..	..		54	..	..		..		..	
,, (Infants)	..		..		86		..		..		..	

* Used only as a Sunday School.

Write on Paper.		Rule of Three.		Compound Rules.		Simple Rules.		Subscriptions, Donations, and other Sources.			Payments of Children.			Salaries.			Miscellaneous Expenses.		
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
..		..		..		..		..			..			..			..		
..		1	..	2	..	4	..	..			..			..			..		
11	9	..		11	..	14	..	..			..			..			..		
32		..		10		7		..			..			..			..		
1		..		..		..		..			..			..			..		
..		..		..		..		..			..			..			..		
20		5		9		19		..			..			..			..		
10		..		..		5		..			..			..			..		
11		3		2		12		..			..			..			..		
51	48	4	4	19	12	36	33	..			..			..			..		
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..		14		18		..		..			..			..			..		
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25		3		16		21		..			..			..			..		
..		..		..		..		..			..			..			..		
13	18	1	..	6	..	23	13	..			..			..			..		
4		..		..		4		..			..			.			..		
..	32	..		..	30	..	46	..			..			..			..		
12	9	2	..			10	9	..			..			..			..		
60	14	10	..	50	6	20	10	..			..			..			..		
..		..		..		..		..			..			..			..		
..		..		..		..		..			..			..			..		
12		..		..		12		..			..			..			..		
..		..		..		..		..			..			..			..		
89	38	13	..	24	19	75	18	100	0	0	..			126	0	0	..		
64	23	..		13	..	80	35	..			..			..			..		
..		..		..		..		..			..			..			..		
24	13	2	..	16	..	14	4	..			..			..			..		
4		..		..		5		..			..			..			..		
..		..		..		..		..			..			..			..		
10		2	..	5	..	22	..	..			..			..			..		
18	14	..		2	2	25	7	..			..			..			..		
25		..		..		14		..			..			..			..		
21		..		11		..		..			..			..			..		
16	20	..		16	..	All		..			..			..			..		
30	20	5	10	10	..	..		..			..			..			..		
4	..	..		..		..		..			..			..			..		
8	4	1	..	4	..	3	..	..			..			..			..		
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20		..		..		..		..			..			..			..		
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..		..		..		..		..			..			..			..		
..		..		..		..		..			..			..			..		
6	..	2		..		..		..			..			..			..		
10		..		..		..		..			..			..			..		

NAME OF SCHOOL.	On the Books.		Average Attendance.		Present.		Read Holy Scriptures.		Dissyllable.		Monosyllable.	
GLOUCESTERSHIRE—*continued.*	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Winstone	32		22		17		6		..		26	
Tetbury	110	110	..		..		..		..		..	
Rodborough	59	59	..		47	45	..		..		..	
Siston	40		15		9		8		..		..	
Coleford (Infants)	140		125		44		17		16		8	
English Bicknor	41	55	32	45	29	34	20	35	21	20	..	
,, (Infants)	60		45		35		..		..		..	
Thornbury	100	65	60	60	63	54	38	36	21	20	41	91
Dursley	102	59	80	46	78	44	36	46	66	13	..	
,, (Infants)	76		66		58		..		..		..	
Westerleigh	150		90		66		22		..		128	
Brockworth	34		25		30		12		10		12	
Painswick, the Slad	57		46		46		24		10		23	
Gloster, St. Katherine (Girls).	..	130	..	85	..	85	..	56	..	45	..	29
Prestbury	38	39	30	27	24	21	15	25	..		23	14
Newnham (no day school)	30	10	..		..		..		..		..	
Cinderford	56	46	56	40	46	39	26	28	12	5	15	13
WORCESTERSHIRE.												
Berrow	0	0	School closed		..		..		..		..	
St. Martin's (Boys) Worcester.	174	..	130	..	..		106	..	32	..	42	..
,, lower room	196	..	160	..	..		30	..	..		166	..
Worcester (Girls)	..	192	..	145	..	134	..	132	..		..	60
Claines	40	41	30	25	33	21	21	15	8	8	11	18
,, St. George's*	73	51	55	28	61	35	47	22	10	..	16	29
Broadheath, Grimley	50		46		58		20		18		12	
Hallow, (endowed)	47	40	36	30	..		26	25	8	4	2	1
Grimley (National School)	31	23	21	14	..		12	8	6	3	3	3
Hallow (Girls school with a few boys)	..	53	..	48	..		..	24	..	6	..	6
Holt and Witley	40		23		20		26		4		10	
Stoke Prior (in Sunday School 300 boys and 300 girls)	81	56	55	27	44	26	45	17	20	17	16	32
Broomsgrove (in Sunday School 210 boys and 190 girls)	150	67	100	50	96	56	60	26	20	..	70	41
Northfield	77	57	45	36	62	26	31	30	10	7	36	27
Bartley Green, in Northfield	20	35	20	25	9	9	1	11	13	20	6	4
MONMOUTHSHIRE.												
Chepstow	116	49	94	35	96	45	70	20	30	16	16	13
Tintern Abbey	49	37	26	25	17	14	15	13	10	9	24	15
A new school is under erection at Ponnewynwyd, in which are	150		..		..		55		35		60	

Write on Paper.		Rule of Three.		Compound Rules.		Simple Rules.		Subscriptions, Donations, and other Sources.			Payments of Children.			Salaries.			Miscellaneous Expenses.		
Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	£.	s.	d.	£.	s.	d.	£.	s.	d.	£.	s.	d.
..		..		..		..		..	..		..	..		..	..		..	..	
..		..		..		..		..	..		..	..		..	..		..	..	
..		..		..		..		..	..		..	..		..	..		..	..	
5		..		..		..		..	..		..	..		..	..		..	..	
2		..		..		..		..	..		..	..		..	..		..	..	
14	11	2	..	14	17	..	12	..	..		..	..		..	..		..	..	
..		..		..		..		..	..		..	..		..	..		..	..	
30	12	1	..	5	..	..	16	..	..		..	..		..	..		..	..	
36	13	12	..	14	18	10	..	..	..		..	..		..	..		..	..	
..		..		..		..		..	..		..	..		..	..		..	..	
10		..		..		10		..	..		..	..		..	..		..	..	
6		..		11		..		..	..		..	..		..	..		..	..	
17		..		..		8		..	..		..	..		..	..		5	7	11
..	50	..		..		..		..	..		..	..		..	..		..	..	
10	12	..		..	4	10	23	..	..		..	..		..	..		..	..	
..		..		..		..		..	..		..	..		..	..		..	..	
21	21	3	2	1	3	20	4	..	..		..	..		..	..		..	..	
..		..		..		..		..	..		..	..		..	..		..	..	
95	..	15	..	55	..	74	..	..	..		..	..		..	..		..	..	
..		..		..		..		..	..		..	..		..	..		..	..	
..	48	..		..	17	..	12	..	..		..	..		..	..		..	..	
21	12	..		3	..	18	12	..	..		..	..		..	..		..	..	
47	13	..		6	..	41	22	..	..		..	..		..	..		..	..	
..		..		..		..		..	..		..	..		..	..		..	..	
22	20	..		2	..	12	10	..	..		..	..		..	..		..	..	
4	2	..		2	..	10	7	..	..		..	..		..	..		..	..	
12		..		..		6		..	..		..	..		..	..		..	..	
9		..		..		..		..	..		..	..		..	..		..	..	
45	17	6	..	20	..	25	12	..	..		..	..		..	..		..	..	
26	20	10	..	16	18	40	22	..	..		..	..		..	..		..	..	
25	15	..		..		21	18	..	..		..	..		..	..		..	..	
5	7	..		..		4	17	..	..		..	..		..	..		..	..	
60	20	16	..	16	20	30	..	..	..		..	..		..	..		..	..	
16	11	..		..		15	13	..	..		..	..		..	..		..	..	
40		15		30		30		..	..		..	..		..	..		..	..	

Report on Infant Schools on the Principles of the British and Foreign School Society, aided from Parliamentary Grants. By Joseph Fletcher, Esq., Her Majesty's Inspector of Schools.

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SIR, Council Office, Whitehall, 14th March, 1846.

IN accordance with their Lordships' instructions, I have, since the date of my last Report,* at the close of February, 1845, visited the schools in connexion with the British and Foreign School Society, aided by grants from the Government, which are dis-

* Report on British Schools in the North of England, C. E. C. Minutes, 1844, vol. ii. p. 429.

persed throughout the metropolis and its vicinity, in the eastern, south-eastern, and part of the midland counties of England, and in those of North Wales; suspending my local labours in the inspection of these schools only for the discharge of such special duties as you have had occasion to desire me, on the part of their Lordships, to undertake. The number of *aided* schools visited in this interval has been 102, of which 43 had received grants from the Committee of Council on Education, and 59 from the Treasury (besides six which had received grants from both), to a total amount of 20,389*l.* 10*s.*, towards the erection of school-houses, which have cost in the aggregate 76,643*l.* 13*s.* 2¾*d.*; being an average of 200*l.* granted for each school, towards 766*l.* 8*s.* 9*d.* expended upon each; or one-third more, both granted and expended, than appears to have been the case with the average of the schools in the north of England, already reported. This excess arises, in nearly equal proportions, from the larger scale of the school premises, and from the greater cost, subdivision, and solidity of the school buildings in the more southern parts of the kingdom. The number of square yards superficial of school space provided by the above expenditure is 22,720, which gives an average of 227 square yards to each school, while the average in the aided schools of the north of England is only 200. There is a like trifling excess in the space for yards and offices; being 338 square yards on the average in the more southern districts, and 294 in the northern. The average cost of providing this accommodation, reckoned on the school space only, has been 3*l.* 7*s.* 6*d.* per square yard superficial; 2*l.* 5*s.* per child's space of six square feet, and 7*s.* 6*d.* per square foot.

The total school space above stated is divided into 71 boys' schools, 60 girls' schools, 14 schools for both boys and girls in the same rooms, and 27 infant schools, of which 15 are in connexion with British Schools, and 12 form separate institutions. In the whole there is accommodation for 34,080 children, on the Council Office allowance of space, viz. six square feet superficial to each child. The greater number of instances in which separate school-rooms are provided out of this space for boys, and for girls, and frequently for infants also, causes the average size of the several school-rooms to be less, however, in these more southern than in the northern districts; that of the boys' school-rooms being 151, instead of 171 square yards superficial; girls', 131, instead of 146; boys' and girls', 81; and infants', 111.

The number of children on the books of 96 of these schools at the time of my visit was 21,071, the stated average number in attendance 15,600, and the number actually present at the time of inspection, 14,886; being considerably more than twice the aggregate number present in the schools already reported. The average is 160 in all the rooms of each school, being 21 more than the average in the north of England; an excess proportionate

nearly to the excess of space. There is still, however, room in all the schools for about double the average attendance in them. Of the stated average number in attendance, 7933 were boys in separate rooms, 3905 girls in separate rooms, 1206 boys and girls in the same rooms, and 2658 infants in their own rooms. I have met with no large schools of both boys and girls in the same room, in the more southern districts, where this arrangement is almost exclusively the characteristic of the Village Schools, notwithstanding that there are five possessed of it which are not classed under this head, because situated in small towns, or possessed of a monitorial organization.

The total income of 95 of these southern schools is 10,966*l.* 5*s.* 1¾*d.*; the average, 115*l.* 8*s.* 8*d.*; being an excess of 21*l.* 14*s.* over the average of the northern schools, chiefly in the items of subscriptions and collections. Still, upwards of one-half of the income arises from the children's payments. The effects of the higher income are seen chiefly in slight accessions of income to the masters of the boys' and infants' schools, and the mistresses of the latter, and in a somewhat more liberal expenditure upon repairs and materials; the total outlay being usually in trifling excess over the income, and averaging 119*l.* 5*s.* 2*d.*

Having in my last Report described the principles upon which these schools are founded, the classes into which they may be divided, the usual condition of the trust estates, the mode in which the schools are maintained and managed, the extent to which the surrounding population makes use of the advantages which they offer, the fees paid for the children, the sources of income and objects of expenditure, the emoluments of the teachers, and, in fine, all the external circumstances which influence their condition, I do not propose to revert to these subjects, unless a few very marked peculiarities may appear to demand notice under the head of each class of schools as I endeavour to describe their internal state, the experience on which my former Report was based having been sufficient to render the statement already given one of general application: my present purpose is to render in brief terms that account of the internal life of the schools which I have visited, and of their probable influence on the character and position of the labouring population, which is required by your letter of the 13th of August, 1844.

The schools aided by public grants, which adhere to the fundamental principles of the British and Foreign School Society, are not exclusively British Schools for boys and girls (usually in separate rooms), as my previous Report has shown. They comprise, likewise, infant schools for the younger children (sometimes attached to the former and sometimes separate from them), which exist in most of the towns and populous places where sufficient subscriptions can be obtained for their support. A third class consists of village schools, as I have ventured to designate all

those situated where the paucity of population is such, or the number of those who avail themselves of a school on the principles of the British and Foreign Society is so limited that boys, girls, and infants have to assemble in the same room, and be distributed in such manner, and taught in such methods, as the untrained teachers employed to instruct them may find it expedient for the time being to adopt. In short, the schools which adhere to these principles are of every calibre, receive children of every age, and are placed in circumstances of every variety.

In attempting a rapid sketch of their internal condition, it would seem incumbent upon me to direct attention, first, to the class of schools which is the most numerous and the most important, viz., the British Schools of the towns and populous districts. And yet these are so connected already, and are so rapidly becoming yet more intimately allied, with infant schools, that these must necessarily be placed in juxta-position with them, or rather take precedence of them in my present narrative; for although they come last in the history of schooling, they come first in the history of the scholar.

It is not surprising that the mother of a working man's family, who is herself perhaps employed in some branch of industry, and almost invariably has all the labours of her little household to perform in very narrow space, and in want of many common conveniences, should begin to consider children of even two or three years old very much "in the way" during a great part of the day, and be ready to make a sacrifice of some pence per week to have them safely bestowed in some "out-of-the-way school;" an expressive designation which she is very apt to give to the little congregation of infants in the kitchen of some neighbouring dame. In fact she very properly seeks a nursery, and is prepared to subscribe for one; and to help to provide for her an airy, healthful nursery in which her infant children shall be happy and safe, is one of the greatest kindnesses which her wealthier neighbours can offer her; while, at the same time they may render to themselves and to their country incalculable benefits, by placing these little ones under a teacher who knows how to implant in the tender life of infancy those truthful habits of heart and mind, the value of which, even to the temporal welfare of their offspring, the vexed and burdened spirits of the poor do not always comprehend.

No evidence of the growth of enlarged views on the subject of education is more gratifying or conclusive than the extent to which this want of the parents has, in recent years, been perceived and supplied; no germ of moral strength in our uneasy social state is more hopeful than the promptness with which the parents have availed themselves of the advantages of infant education thrown open to them. No efforts to carry health, and peace, and hope amidst the teeming population of our smoking towns are more

deserving of every favour from the State than these which seek to open a way for its "little ones" to Him who has said "Suffer little children to come unto me." Not that these schools are any of them perfect; not that many of them are without serious defects; not that the "dames" from whom the children are withdrawn are always without affection or merit; but, as a whole, the little world of the modern infant school is one with which no other popular provision for infant education will bear a moment's comparison; and in the course of improvement in which it appears to be embarked, its preparatory labours will constantly increase in value as they become wider in scope and less ambitious in their immediate aim.

Comparing the schools under teachers of earlier with those under teachers of more recent training, this healthful progress is very striking. The older style of teachers are generally found in the older schools; and to these must be allowed the merit which they claim of having been among the first to explore this now well-trodden path of Christian duty. Though deeply sympathising with the earnestness and originality of a few of these, it has nevertheless become my conviction that little beyond this merit can generally be allowed to them; nor is it surprising that desultory individual efforts should be outstripped in the lapse of the 20 years which has occurred since the first infant schools were established in this country, by the combined exertions of gifted and faithful minds, such as have co-operated to form and to maintain the Home and Colonial Infant School Society, foremost among whom was the late Dr. Mayo.

Previous and even subsequent to the date of its formation, some of the promoters of infant schools appear to have considered them merely as asylums for healthful amusement, under some degree of discipline and moral control—a purpose which is in no wise sacrificed in the more modern schools. Others seem to have thought they presented opportunities likewise for mental development, and some processes of learning to read and "count" were introduced from the plans of Bell and Lancaster, never calculated for infants; while others, again, struck with the inappropriateness of these means, alone, to implant seeds which might be blessed to bring forth a vital religion, early made oral instruction from the Scriptures a part of their plan. This, though made so predominant as almost to supersede the purposes first contemplated, was yet carried out so crudely that I still see many traces of its having often and grievously failed, through employing scarcely any other faculty than the memory, and exercising it almost exclusively upon words, without educating the infant mind to the remotest conception of their meaning.

The most fatal error was, however, the leaven of intellectual display which, whatever the subjects for its exercise, appears to have crept into a good many of these establishments of earlier

foundation. It seems to have produced in some of them what do not know how to designate otherwise than as the "prodigy system," under which the quicker children were to be wonders of envy and admiration to the rest, and the whole school in which they were exhibited one of admiration, if not of envy, to its friends and neighbours, on occasion of each "examination," which might more truly have been designated a little "drama," in which the cleverer children had each their little part of "representation" by rote. Conceit, envy, and fretfulness, ill restrained by fear, were the leading moral elements of such a system; and stultifying verbal repetition, its chief intellectual exercise. Travesties of the language of science vied with desecrations of that of Scripture, and the world of truth was shut out by a veil of familiarity with its unvivified formulæ. Redeemed as this has always been, in some degree, by cheerful tunes and healthful play, it is possible to contemplate it with forbearance, even in the past, only as a first unsteady step in search of a right path. Happily its prints are fast disappearing; and the higher views which are being made national by the labours of the Home and Colonial Infant School Society, met by the good sense of local committees in general, and the devoted exertions of a few individuals in particular, have opened up an entirely new career, in which infant education cannot fail to be widely extended and greatly improved.

The *theory* of all the more modern infant schools which I have visited appears to contemplate an education at once physical, intellectual, industrial, moral, and religious. The occupations of each child, of whatever age, on every day of its attendance, are more or less directed into all these channels. In that of religion all the others, however, are made to unite, with the view of its becoming habitual to the children, even from their tenderest years, to look through Nature up to Nature's God, to pray for mercy through a Redeemer's love, and from the midst of their feebleness and His bounties, to ask those blessings of the Holy Spirit, without which all human endeavours for their improvement would be vain. In fact, to implant good *habits* of body, heart, and mind, which, under these blessings, shall grow with their growth and strengthen with their strength, is the largest part of the work undertaken by the best infant schools for those portions of our juvenile population who more peculiarly need such asylums; and to make them effective to their purpose, both thought and money have, in many instances, been liberally expended.

Certainly it is no disparagement to the dames' schools to refrain from comparing the kitchens in which they are held with the handsome halls provided for most of the infant schools, or the airy yards annexed to them with the dirty courts and alleys into which alone the former can turn the little ones for external air. The manual exercises, the march, the cheerful song, the gymnastic play, under a superintendence too cheerful to be felt as

oppressive; these are sources of health and vigour with which the confinement of the dame school, the exigencies of the mother's home, or the vagabondage of the streets, has nothing to compete. Again, instead of being stultified in the first dawn of its capacities with the technicalities of written language, which is all that either parent or dame attempts to do for it, the little one in the infant school is interested and delighted by the training of its faculties as they are successively developed, beginning with that of perception or observation, subservient to an ever-restless curiosity. In the hands of a good teacher, the familiar objects and events around it are the most valuable instruments of instruction; for such an one can find "sermons in stones and good in everything." To observe and compare common objects; to recognise them in pictures and by their right designations; to distinguish each salient feature; to store it in the memory under its appropriate name; and to find in each new wonder a new evidence of God's bounty; to do all this is part of the happiest play of "babies;" if happily they are in the hands of one who knows how to unfold the drama before them, to habituate their fluctuating minds to order and obedience, to awaken good feelings by little moral and scriptural stories, illustrated perhaps by pictures of the most familiar objects and scenes, and, above all, to promote and superintend their amusements.

Capable of fixing their attention upon the several qualities of objects, the children are practised in distinguishing and naming colours and forms on cards and in wood, and in acquiring ideas of space, direction, and relative distance from the objects in the school-room, and ultimately from those around it; the notions thus acquired, of which whole schools of elder children are often deficient, being reproduced in lines upon their little slates as soon as they are capable of drawing them. The school clock is a fine subject for a lesson on time, as also is the direction of the sun's rays as they shine through the windows; and the daily discipline of the school is a practical application of such lessons. They are also required to group their ideas, and to discover facts of coincidence and sequence in them. Reason is dawning upon them, and it may now be stamped for life with habits of caution and truth, or of haste, indolence, error—in fine, of self-deception, the fertile parent of imbecility and turpitude. Every earnest observer of childhood is painfully aware that a truthful heart is not likely to remain long attached to a vagrant mind; and the clearness of intellect and honest use of language which the best infant schools are endeavouring at this step of the children's progress to make habitual among them, (applied and subdued as they are to the best objects and the best purposes), form a hopeful foundation for their future happiness, and one which has been too commonly undervalued.

As "babies," the children are, until this stage, commonly in

the charge of an assistant teacher, and have their own little gallery in a corner of the room, or in a separate room, and come only occasionally upon the principal gallery, perpetually under the charge of the responsible teacher. But once here, they are brought under a higher training of the verbal memory; they are made to give accuracy to the terms in which it has recorded the results of observation; and there is carried on, more or less perfectly, a contemporaneous analysis of these terms of common language into words and syllables, and into the sounds and parts of sounds denoted by letters, with the use of these signs and their recombination into written syllables and words, and sentences of simple and familiar narrative; appeals to the senses being constantly made to correct errors in the ideas, and misuses of the signs and sounds employed to convey them. Here is a little world of labour, requiring both time and patience; for the education of the faculties must still be continued during the time that an acquaintance with *written* speech is being acquired. Much of the drudgery of its attainment, however, is surmounted with cheerful activity by a partial employment of the monitorial system at little moveable reading stands, placed in two rows, for the more advanced boys and girls respectively, down the middle of the room; while the teaching of the alphabet and the first formation of syllables will occupy a considerable number of the smaller children, seated on the gallery, and instructed by the teacher or the assistant, with the aid of a reading frame and moveable letters. The little monitors, each surrounded by a ring of infants, although their duties are purely technical, commonly exhibit great activity, and no less propriety of behaviour. The advantages of mere "change" are, however, no small part of those arising from the monitorial part of the infant-school system, which is sometimes employed for the study of a succession of pictures of plants or animals, the children marching and changing stations at brief intervals. In teaching to read, there is, however, very little use of the black-board and chalk by either teachers or monitors, by means of which the little ones might learn to write as well as read, with much of the zest of an amusing puzzle, in lieu of being oppressed by the wearisomeness of repetitions, too often profitless for want of attention to the cards.

Twice a-day are all the children above the class of babies thrown into this monitorial arrangement, for the purpose chiefly of learning to read; but the real education of the children is still carried on, for the most part, in direct intercourse with the teacher; they seated on the gallery, and the teacher standing before them and constantly "performing," as it were, in such manner, and with such varieties of position, attitude, tone, gesture, method, and bearing, as shall best warm their minds to the reception of the new truths that are to be conveyed to them. It is certainly a high art, with ready sympathy and inexhaustible

tact, to draw forth the children's minds to the field in which it is proposed to awaken them to a new truth, first by getting them to express in their own words the ideas which they already possess that lead in the contemplated direction; from these data to make them sensible that there is something beyond which they have not yet seen; and then, when warmed by curiosity, to convey the new ideas in the manner and in the terms which shall form a perfect conductor between the teacher and the taught, who yield themselves completely to the moral moulding, when thus absorbed in the apparent wisdom and goodness of their instructor. The sympathizing teacher needs no caution to refrain from first presenting subjects to the children in elements so elaborately analyzed that they cannot recognise them, or from propounding to them abstract principles which they cannot understand. Such a teacher presents to them a plant or flower, or picture of an animal, in the concrete, as nature first shows it to their apprehensions; separates the several parts of which it consists for separate consideration, and shows in each the wisdom with which all is arranged by a beneficent Creator; or, reverently reading and familiarly recounting to them some simple, affecting, and instructive passage of Scripture, with the aid of a picture, leads them to an analogy with their own lives and conduct, as exhibited especially in the school and play-ground, or to the perception of some new practical truth, to be stamped upon their minds by a sacred text, in terms as simple as the truth it conveys is immutable. Thus, line upon line and precept upon precept, are they led to a perception of God's bounties; weaned from reliance, in self-sufficient ignorance, on the treacherous promptings of their own hearts; and habitually directed to the one sole Source of support, of hope, of guidance, and of comfort.

In like manner the teacher will give them the history of some artificial object of familiar use; show them how the world has been ransacked to procure the materials for it; describe the patient labour which has been bestowed upon it; the ingenuity which God has bestowed upon men to convert such countless treasures to our use; and how even little children, who receive so much from the hands of others, should learn as soon as possible to employ their own to the service of their parents, their teachers, and their school-fellows, since to seek to live by an exchange of services with each other is the greatest practical step to happiness here and hereafter, while the first abandonment to idleness—itself a fraud and the parent of frauds—is the surest path to destruction. These lessons, too, are practically enforced by employing the little fingers of the children as soon as possible in some work of industry, even though valueless, except in appearance, such as sewing, knitting, plaiting, wrapping parcels, tying knots, &c.

The first ideas of number, which are merely those of "one" and "many," are gradually refined and extended by means of lessons

verified and checked by the direction of the sight to the ball-frame, with which, however, it appears to me that the children become so familiar that it is sometimes hard to get them to attend to it; and appeals to their own fingers and toes, to the frames of glass in the windows, to pebbles, to beans, to the number contained in a little group or two of their schoolfellows on the floor, re-arranged in various combinations of number before the remainder seated in the gallery, would often be more effectual. Indeed, the ideas of number will be much more clearly conveyed if the exercises be upon a variety of objects, so that they are familiar ones, not challenging observation on their own account, but merely by their grouping. Notions of Addition and Subtraction are very soon obtained; but it is some time before those of Addition and Subtraction by equal groups, or Multiplication and Division, become familiar. To associate the names of the numbers up to ten with the Arabic numerals is part of the work of the reading drafts; but here, again, is wanting more employment of the black-board or the slate on which to draw them.

As the children advance in years and capacities, it is the teacher's object to make their instruction more and more systematic and comprehensive; but with an attendance so fluctuating as that of the infant schools generally, and with no possibility of classification for collective instruction beyond the separation of the mere "babies" from the rest, it is exceedingly difficult to pursue a course of steady development. Unable to accomplish all that is desired, the only comprehensive train of ideas conveyed to any number, even of the older children, is an outline of Scripture history and Christian doctrine; but grasping still at something further, a class of children, from seven to nine years of age, will generally be found in each infant school, whose reading has been carried beyond the cards and first easy lessons, and who are using the Testament. To these some express instruction is given; they are generally learning also to write in copy-books; they are proceeding with the first rules of arithmetic on the slate: and they serve as monitors of the little reading-classes, and the elder even as occasional baby-teachers. Indeed, where there is a very poor population in which the children go very early to work, as in the agricultural villages and in the poorest of the manufacturing districts, all the education which the parents consider that they can allow to their children is required from the infant school, if there be one, in supersedence of the dame school, to which alone recourse would otherwise be had; nor, in fact, do the parents generally perceive much difference between them, so that there is an appearance of the children having acquired the first elements of reading, and writing, and "counting," which is all that they can recognise. The proper business of the infant-school is, however, greatly neglected or impeded, where this class of older children, instead of being merely those required to assist the teacher in the capacity of monitors, is proportionably very

numerous; in which case the teacher's attention and labours are completely distracted and unhinged, so totally dissimilar is the nature of the instruction required for it and that demanded by the general public of the infant school; and yet the older style of schools appeared all to have strong tendencies to encourage a show-class of elder children, to the comparative neglect of the great mass of the school, even when the necessities of the neighbourhood presented no peculiar temptation to the teachers to fall into such a system.

In spite, however, of all this want of steady attendance, of systematic classification, and therefore of consistent progress, the modern infant schools are doing much for the formation of a healthful character, at the same time that they are so restrained from degeneracy into "forcing" processes that the technical accomplishments of the children do not surpass those which the parents expect them to acquire in any dame school. By "object" lessons, and the exercise of their moral perceptions, the children are taught to acquire, from surrounding nature and the circumstances of their own brief and fleeting lives, materials without which the language of Scripture itself would be to them but as sounding brass or a tinkling cymbal. By their "Bible" lessons they are early induced to watch and to interrogate their own conduct and their own hearts; even the brief anarchy of the play-ground furnishing to the teacher endless indications of those points to which the practical lessons derivable from it have to be brought home. Emulation, it is true, is awakened, but it is an emulation to rise in the affections of the teacher, who perpetually seeks to direct their view to the Cross; and the intellect is cultivated, but it is with a cautious truthfulness, which does much to vivify the religious instruction, and thus to obliterate one of the most painful characteristics of the great majority of our popular schools. It is the unintelligent reading of the Scriptures to which I refer; and when it is considered that an unintelligent is necessarily an irreverent reading of them, the magnitude of this evil will not be easily overrated. This growing amendment will, I hope, be blessed to become a root of living principles, defined by those forms of sound words which it is our great privilege to inherit, and not *hidden* by their vain repetition. If good dispositions and good habits are to survive a removal from the artificial atmosphere of the school, they must have a rallying point in such principles; and to cause these to take hold upon the minds of the children the most powerful means possessed by the teachers is for themselves ever to act upon them in the presence of their tender charge.

Where, indeed, but in the Scriptures, shall the Christian teacher seek an unfailing support for that humble, peaceful, firmness of temper which is necessary even to the most affectionate disposition, in the management of children, wayward in proportion to their infancy; or whence, as from them, can be drawn such a variety

of food for the infant mind, so easily assimilated to every age, capacity, and circumstance. In promoting a system of education thus wholly drawn from, based in, or illumined by the words of Holy Writ, the friends of the infant schools certainly establish a tacit claim to every aid and assistance which the State can render them; the more strong because the parents of the children themselves are as yet ignorant of its real value; and yet stronger, if, by frequent exhibition to those parents of the good effects of its operation, their own hearts shall be touched on the side where pride presents no impenetrable mail; a result of which the individual instances are not few. It would sanction an unfair method of reasoning, however, to adduce instances of individual improvement through the influence of infant schools; because their moral effects are not concentrated but dispersed, and necessarily unrecognised by the parties upon whom they are most strongly operating; and no such evidence is required to prove that it is a good service to the State to lay the *foundations* of a wisdom unto virtue here, as well as, with God's blessing, unto salvation hereafter. It is a work which many are now endeavouring to forward, without any vain impatience to witness instantaneous and concentrated results; it is one which they are happy in considering as theirs to do, without staying to measure every obstacle, real and fancied, before making the attempt to remove even one of the number.

The marked superiority of the modern schools does not arise out of any superiority of accommodations or of external circumstances. The 41 infant schools which I have visited, have been, as a whole, the objects of an expenditure yet more liberal, in proportion to the advances made by Government, than that noticed in my last Report, in the case of eight only of them. Whether attached to British Schools or forming separate institutions, whether in the north or in the south of England, the average area of the school-rooms is still the same, being 119 square yards, which, on the Council Office allowance of space would suffice for 178 children. Twenty of these infant schools form separate institutions, towards erecting the buildings of which the sum of 2016*l.* was advanced, at different times, by Government, being an average of nearly 101*l.* to each. The total outlay for site, buildings, and first fittings amounted to 8098*l.* 2*s.* 8*d.*, giving an average of 404*l.* 18*s.* 1*d.* for each, or just four times the amount granted by Government. The greatest deficiency is in regard to play-yards; the area available for offices of every description, approaches, and yards being no more, on the average, than twice that of the school-room, measured within the walls, or 239 square yards. Those attached to the British Schools generally have the use of the girls' yard, which is seldom of much wider extent, and in only one or two cases are there any apparatus for the little gymnastic exercises adapted to the years of early childhood. The total outlay upon the schools built for infants averages alone 3*l.* 8*s.* 3*d.* per square yard superficial of

internal space; 2*l.* 5*s.* 6*d.* per child's space of six square feet; and 7*s.* 7*d.* per square foot. I am unable to give any separate account of the outlay in the erection of the 21 infant schools attached to British Schools, because the outlay is all included in a general statement, but it will be seen hereafter that the grouping of the schools economises about one-fourth of the above expenditure, in proportion to each child's space.

The total area of the 41 school-rooms is no less than 4871 square yards, offering space for 7306 children; but the number on the books of those infant schools which I found in operation was only 5068, the average attendance 4158, and the number actually present at the time of inspection 4007. When every correction has been made, the true statement with regard to attendance is, that while the schools, on the average, present accommodation for 178 children in each, the number on the books is 141, the average attendance 106, and the average number actually present at inspection 105, which is somewhat under two-thirds of the extreme attendance for which the rooms are calculated, and allows upwards of one square yard superficial for each child. This attendance is in larger proportion to the space provided than that which will, I think, be found in any other class of public schools for the labouring classes in England, and bears decisive testimony to the popular regard for those now under consideration. The school-rooms generally are not only of the ample dimensions which I have stated, but in height, warming, lighting, and ventilation, are usually of the best description yet provided for children of any age, though there is, I regret to say, one instance in which the infant school is put into a basement story of a very cellar-like character.* The greater number of the children are brought into them at the most infantile ages; and the usual weekly fee is 1*d.*, 1½*d.*, and 2*d.*; but in two instances it is 3*d.*; a fee which is paid at Cleckheaton by the factory workers and mechanics, and at Islington by the small shopkeepers and skilled artisans, who chiefly avail themselves of the school.

In the 20 infant schools which are separate institutions, one-half of the current income is supplied by the pence of the children, and the other half by subscriptions; the produce of the former averaging 26*l.* 1*s.* 3*d.* per school, and of the latter 27*l.* 15*s.* 2*d.*; the total income of the whole, including some trifling endowments, and other advantages, amounting to 1058*l.* 3*s.* 4*d.*, and the average to 55*l.* 13*s.* 10*d.* The total of the expenditure is stated at 1109*l.* 2*s.* 7¼*d.*, and the average at 58*l.* 7*s.* 6*d.* For a classification of the miscellaneous expenditure, I must beg to refer to the tabular statements annexed; but the classes into which the teachers may be divided, and the scale of their remuneration, demand especial notice. Eleven of the 41 schools have male teachers, each commonly assisted more or less by his wife, rather in the character of an

* Rudnor street, City-road.

assistant mistress than of a responsible teacher. The emoluments of these teachers, including what may be considered as due to the female assistance thus rendered, and which is requisite in every infant school, average 68*l*. 11*s*. 8*d*. per annum, besides a habitation rent-free in six out of eleven cases. In all the other schools, except the two which, at the time of my visit, were not in operation, I found a female teacher, aided, in 12 instances out of 28, by an assistant mistress, and in one instance also by a second assistant; the average emoluments of the head teacher being 35*l*. 11*s*. 2*d*. per annum, with a habitation in four cases; while those of the assistant teachers, where employed, averaged 7*l*. 4*s*. 5*d*. per annum, without any other advantages. Thus the emoluments of a female teacher are about half those of a male teacher, or, with an assistant, which she should have in almost every case, still under two-thirds; a difference which appears to weigh more and more decisively with the local committees in favour of the employment of female teachers; for the male teachers are, with three exceptions, either of the older school of training, or altogether untrained teachers. The allowances to monitors in infant schools, except in that of Mrs. A. Pease, of Darlington, are confined to trifling payments to an elder girl, in the character of an assistant mistress, and these occur in the case of only two schools. The following table shows the sex and training of the responsible teachers in the 41 schools now under notice, in columns which are arranged in a succession nearly according with that of the periods at which the teachers have received their present appointments; and it is worthy of attention for the tendencies which it indicates:—

Teachers.	Whether trained, and where.							
Sex.	Untrained.	Various Provincial Infant Schools of early Date.	Messrs. Bilby and Ridgway.	British and Foreign Schools, Borough Road, London.	Normal School, Glasgow.	Kildare Place Institution, Dublin.	Home and Colonial Schools, Gray's-Inn Road, London.	Total of Schools.
Males .	1	4	3	..	1	..	2	11
Females.	2	3	1	2	1	1	18	28
Total .	3	7	4	2	2	1	20	39
Vacant .	..	..	..	..	..	..	..	2
Total of Schools.								41

Hence it is obvious that the proportion of female teachers is rapidly increasing, and that the Home and Colonial Infant School Society is required to supply trained teachers for nearly the whole of the current appointments. My experience heretofore has supplied me with no grounds of argument for or against the employment of

either sex as infant school teachers, for I found good schools and bad schools under teachers of both; the character of each appearing rather to depend upon the date and place of their training, than upon any other constant quantity. Certainly a larger proportion of the schools under male than of those under female teachers, are in inferior condition, but this result appeared to be chiefly attributable to the cause just specified. There is, however, the unvarying element of cheapness in the employment of females; and when possessed of a healthful frame and a healthful character, it always appeared to me that the female teacher had a sympathetic sway over the minds of the children as complete, though less vigorous, than that exercised by the more purely mental force of the male. It is true that this force enables a man to keep up a vigorous attention among a larger body of children, and for a longer time; but if the sum requisite to pay him a proper salary be available, the diversity of ages and capacities which exist in almost every numerous infant school will dictate the importance of employing it rather in the multiplication of teachers whose services will be available for a proper classification of the children, than in paying for the services of one of greater bodily resources, when, in nine cases out of ten, if all the children be assembled together in the same gallery, what he addresses to one-half will be wholly unfitted to the capacities of the other, who necessarily become unoccupied, uneasy, and unhappy. The course which the promoters and patrons of infant schools generally are adopting, appears therefore to be one challenging approval rather than giving cause for regret, provided that the expenditure on teachers prove as liberal only as that on the school-rooms; and surely the moral agency is as valuable as the material means to the great end in view. Although there may be a wise economy in employing female teachers, there is none in underpaying them; and unless there be a general improvement in the salaries, it is not to be expected, I think, that a more efficient body of teachers can be induced to enter into, or entering, to remain in, the profession of infant education.

It is bare justice, however, to observe, that there is little want of devotion to their duties in any class of the present teachers. Their greatest deficiency is in early education. Again, while many, in aptitude to teach, are decidedly gifted, it happens not unfrequently that there is a want of energy to continue the exertion, even where the powers are not at all sapped by vanity; and to the credit of the institutions mentioned in the preceding table, I ought to state that conceit prevails among the teachers in inverse ratio to the amount of training which they have received. The more ignorant they are of the real nature of the duties and responsibilities which devolve upon them, the more self-satisfied are they in the pursuit of their accustomed technical routine.

Of an infant school, above every other, it may be asserted that

"as is the teacher, so is the school;" and in rapidly glancing at the groups into which the 41 schools now under consideration arrange themselves, according to the training of their teachers, we shall find a great difference between what is *contemplated* in the best, and what is *accomplished* in the majority of them. It ought to be borne in mind, however, that those schools which are now doing least for infant education in its best sense, are for the most part of a comparatively early date, and conducted by teachers among the best of the time when they were first employed by their several committees, upon whom they have the claims of old servants.

The schools under the teachers classed in the three first columns of the preceding table are clearly distinguishable from the rest, by a marked inferiority, not in the number of children attending them, but in classification, order, discipline, methods, and even the cleanliness of the children, after making due allowance for the character of the population surrounding each.* Nevertheless, there is no want of energy or industry among the teachers of these schools; and some of them have shown an amount of original contrivance and ready tact in the pursuit of independent plans of teaching; which, as in the instance of the Union Place School at Norwich, is deserving of great commendation. Their prevailing defect is a want of better training in the methods of assimilating truth to the infant mind; and a disinclination to seek it, in the conviction, natural even to the most original intellect, when sequestered in a little dominion of its own (though one only among infants), that it is impossible to profit anything by attention to the "novelties" of others.

What may have been the character of the schools from which this class of teachers drew their first ideas I am unable to state, but the notions of infant education upon which they are generally acting are much too "intellectual," in the most perverse sense. Children shut up within four walls from the spontaneous use of their senses on the objects around them, here obtain no cultivation of their faculties of observation in connexion with the language which they are taught, beyond being occasionally required to give hard names for the qualities common to *every* object with which they come in contact, as "natural, artificial, opaque, elastic, inflammable, porous," &c. But they are required to work very doggedly in reading-drafts on the old plans, and to learn off by heart texts and recitations, which they do not understand, to be repeated, *in display*, before the whole school; a method of which the ill effect is not lessened by Scripture words and sacred subjects furnishing the matter of its exercise. Texts there are in abundance which should be as familiar to the lips of childhood as to the

* Bankmeadow, Manchester; Cleckheaton; Lower Moseley-street, Manchester; Union-place, Norwich; New-street, Deptford; Hart-street, Covent-garden; Latimer School, Mile-end; Haggerstoue; Hadleigh; St. Miles, Norwich.

thoughts of age; but their force requires opening to the infant mind; and it is little better than casting them by the wayside to plant such words not in the conscience but in the vanity of the tenderest age. Geometry, arithmetic, geography, and grammar set to music, without any mentionable use of the slow processes by which alone any of the simplest ideas in them can be conveyed, are not less hopeless as means of instruction. The authors of the manual most commonly employed in this class of schools* seem never to have contemplated quite so raw a use of the materials which they have collected, and which form a useful compendium of hints for one teaching the highest classes of an infant school; but in effect the instructions of those who use it assume that the faculties of the children have attained a development which their labours tend rather to repress than encourage.

A sound upon the ear is caught, however, just as soon, and repeated far more readily, than an idea in the mind; answers to the accustomed queries are obtained from a limited number; and a class of elder children, who ought not to be in an infant school at all, are polished up into wonders of reading, writing, and repetition for visitors on show days; distracting their attention from the failure in what is really the work of the infant school, as much as the necessity of attending to that class distracts the mind of the teacher from his proper duties. With all this intellectual pressure upon the powers of mere technical memory, the reading (age for age) is not so far advanced as in the better infant schools; the writing is restricted to the show-class of monitors; and the religious knowledge is grievously too verbal and too much restricted to the elder children. The latter, however, acquire an outline of the history of the Creation, of the Fall, and of our Saviour, to which the earnest convictions of the teachers themselves appear to awaken, in some instances, a serious regard, although the greater part of the instruction passes unheeded over the younger children. The latter, still encumbering the large gallery, instead of being made over to a proper assistant teacher, are required in vain to keep quiet. Happily, nature is here victorious, for even terror will not long keep them motionless without occupation. This want of healthy exercise for the faculties of the proper public of the infant school is at the root of the whole of the "rote" system; and, as a consequence, a school upon it is recognizable at a glance by the dingy disorder which clouds every proceeding, whether in the gallery or in the drafts. For the great mass of the infant children which they contain, these older schools, therefore, have few advantages, except those of wider space and better air, over the dame schools, between which and the more modern infant schools they are, in fact, but an intermediate link.

The prevailing want of economy of time in this class of schools

* The Infant Teacher's Assistant, by T. Bilby and R. B. Ridgway.

is merely a necessary result of other features of their system; and their very defective supply of apparatus is undoubtedly attributable in some degree to the methods of their teachers not contemplating the use of better means. A few worn-out reading-cards, a few odd pictures of animals or Scripture subjects, the little books of a Sunday-school held in the same rooms, with Testaments for the highest class, and now and then a counting frame, not unusually form the whole outfit. Indeed, their teachers are by no means in a happy position; for, with feeble hold on the minds of their little charge, they seem generally to have still less on any constant attention from their patrons, who are too often content to give the general order that the children may be taught to love and fear God, without making any close examination to ascertain whether the methods employed in sincere obedience to that injunction do really conduce to the end proposed.

Two infant schools *, in which the training of the children's faculties is little higher than in those already enumerated, attain, however, to a more healthy tone and a higher discipline, by having the "babies" placed for the most part under the separate tuition of very efficient matrons, wives of the several masters, who themselves keep the rest constantly occupied, if only in playing and singing, when not employed in their brief lessons of reading, repetition, or Scripture story. The game of spelling and writing in chalk, on the boarded floor of the New Malton School, is very creditable to the ingenuity of its master; and the children in the Bromley and Bow Infant School are so thoroughly imbued with music, that it seems to time and harmonise their every movement. Both these schools have liberal patrons, and nothing could exceed the cleanly, and well-disciplined appearance of the children with which I found their ample spaces to be crowded.

In the 20 schools under teachers trained at the Home and Colonial Society's Normal Seminary,† the ideas of organization, methods, and instruction, are such as have already been described in outline, and are carried out to an extent varying with the capacities, education, aptitude, and amount of training possessed by each teacher, and with the amount of aid afforded to each, whether by an older child, or by a paid assistant. In nearly all, the classification is practically carried to the extent of placing under a separate course of management and instruction, 1. The "babies" under three years of age; 2. The infant children from three to six or seven; and 3. The "juveniles," from seven to nine or ten,

* New Malton and Bromley.

† Stockton-on-Tees; North London, or Calthorpe-terrace; Alnwick; Middlesburgh-on-Tees; North Owram; Broad-street Chapel School, Finsbury; Radnor-street, City-road; South Islington; Abbey-street, Bethnal-green; Hornton-street, Kensington; Park-lane, Kensington-gore; Ann's-place, Hackney-road; Wycliffe Chapel Schools, Stepney; Finchley; Wisbech; Coggeshall; Chelmsford; East Dereham; Thetford; Cambridge.

where there is such a class. At the Darlington, Coggeshall, and Wycliffe Chapel Schools the "babies" have a separate room, as at New Malton; and at all the schools, they enjoy more frequent access to the play-ground than the rest of the children. In some, where there is no separate room for them, they have nevertheless their own little gallery, commonly curtained off from the rest of the room, except during the time of the singing, and physical exercises; and the amount of cheerful order which can, without effort, be made to prevail among them (infants as they truly are), by keeping their little minds constantly occupied, under a kindly sense of obedience and duty, is very remarkable.

The teaching, in whichsoever section, is all addressed to the children collectively, except in reading, after they have learnt the letters and how to form syllables with them; and is enlivened by the usual little arts of awakening and sustaining attention on the part of each and all. That of the "babies" is generally very appropriate, wherever there is an assistant teacher; and that of the children in the principal gallery seldom appeared to be defective in impressive gentleness or judicious management of the little audience, though frequently in concentration, and in definite application to the conveyance of some new idea, the awakening of some specific sentiment, or the engraving of some simple principle, deeply enough to render it difficult to efface. There is, in fact, a general want of higher invention and higher education, though not to the extent that I had anticipated from observations made in years past; while there is a clear and practical recognition that it is by the moral and intellectual progress of the body of the school that the success of a teacher is to be tested. Consequently, whatever defects of strength there may be, the teaching in these schools is, on the whole, free from vices; a statement which, considering the past and even the present state of infant education generally, I submit as one involving the highest praise which it is possible to bestow. Two only, of the twenty employed in these schools, are male teachers; both of these are possessed of respectable abilities; and the exertions of the master of the Stockton-upon-Tees School make it a healthful happy nursery, such as the English country towns generally would do well to procure. The text books used by the teachers in their oral instructions are the good ones published by the Home and Colonial Infant School Society.

To convey the first elements of written language is commonly the work of the assistant teacher, or even of the responsible teacher; and I was surprised to find that almost universally, at whatsoever institution the teacher had been trained, the customary "names" of the letters were given to the children at once, to the neglect of the *phonic method;* using that term in its common acceptation to designate the plan of giving the children as nearly as possible only the elementary "sounds," or parts of sounds, indicated by each letter, without the name of each, as called in the alphabet; notwithstand-

ing that this plan is used in the Home and Colonial Society's Infant Schools, in which so great a majority of them are instructed. Inquiring for the reasons of this deviation from the model set before them, I received few answers which had not much of vagueness, but the impressions of the most intelligent, all seemed to centre round such considerations as that, the children, having learned to "talk" at home, and to talk with an improved accuracy by means of the instruction which they had received in the school, were already possessed not only of all the "sounds" of the letters, but of more than there are characters in our alphabet to denote; that the labour really to be accomplished in beginning to teach them to read, is to get them to connect the elementary sounds, which they are thus accustomed familiarly to hear and to utter, with the arbitrary characters, and not less arbitrary combinations of them, which appear in our written language; that by practising them upon words with the sound, the utterance, and the meaning of which they are already familiar, and helping them to identify the elementary sounds and parts of sounds, with the characters and combinations of characters by which we express them, they acquire the right use and value of these characters, and their combinations, wholly irrespective of any "name," or separate utterance of them, and merely by their being forced upon the eye as symbols of the several parts of the sounded words which they are using; that still, though they thus learn the value of the letters and their combinations by reference to their position in words and syllables with the utterance of which they are familiar or familiarised, and not from their separate utterance, yet it is requisite to have unvarying "names" for them, that the children may go forward uninterruptedly through the spelling exercises, so as to reproduce from memory the characters which make up a given word or syllable; that for the purpose of a mere nomenclature of the written signs, the old names of the letters are better, because more distinct than the new ones which they acquire under the phonic method, *Be* being better than *Bh*, *De* than *Dh*, *Ef* than what it is impossible to write, &c., especially as any supposed more phonic naming of the letters would, after all, fail in offering a complete set of the elementary sounds; that the child should not be wholly relieved from, but only led, aided, and practised in the analytical exercise which is required to enable it to identify with the several letters the different vocal elements comprised in even the simplest and most familiar words, which elements it no more learns before whole words than it gets the idea of whole numbers through fractions; that to obtain this identification by systematised practice on known words is far more easy and agreeable than to get into the memory an *extended* alphabet of arbitrary signs, many of them ill distinguished from each other, as one made out of our ordinary alphabet must necessarily be, with their several elements of sound dissociated from common forms of expression with the sole purpose of their com-

mencing a purely synthetical course of teaching; and, finally, that parents and committees equally object to the phonic method of designating the letters of the alphabet, the latter being apt to regard it as an affectation on the part of the teacher, and the former being indignant that their children are not taught "even to know their letters," as they believe that they do not, when, coming to consonants, they name them only with a struggling aspirate instead of an intelligible vowel sound, and that to which they have been accustomed. These two latter reasons, combined with their own want of faith in it, universally determine the teachers to abandon the phonic system, beyond such use of it, in the slow and variously suspended utterance of words, as enables the little ones to identify the several elementary sounds with the several letters and combinations of letters by which they are respectively represented.

The defection from authority in this matter is carried even a step further. The teachers sometimes object to the "Reading Disentangled" cards, which they are taught at the parent institution to use in connexion with the phonic system. The objections most intelligently stated were three; first, that they do not furnish a sufficiently clear and succinct series of little words conveying *familiar* ideas, on which to practise the children in attaching the written characters to the different sounds of the language which they are already speaking, without being identified with which the children repeat a number of sounds mechanically without having identified the current value of those characters; second, that the pictures on every one of the cards given to image forth a meaning in the words, instead of the words being such as would find images already in the infant mind, are not only useless, but in some degree detrimental to progress, by arresting the attention of the infants, when the great object, and the great difficulty, at their little reading stations, is to get them to look at the characters themselves, and identify them with the several sounds, as they repeat them, and which otherwise trickle off from the ear and the tongue without any such identification being made; and thirdly, that this succession of cards occupies the children too long with mere detached words and sentences, often too remote from their comprehension, without sufficient interspersion of little narrative pieces which would weave into intelligible and intelligent use each new acquirement. Still, the gradation of lessons in the early cards has its merits; and the teacher at Middlesborough had adopted a very systematic plan for avoiding the difficulties last mentioned. It was, in teaching the children their letters, to have them exercised, and at the same time amused, by means of large letters on separate bits of card, which they were required to name, when arranged so as to spell a monosyllabic word describing some familiar object, or, from among a heap of them, to find and arrange such as would spell that word, at first when the letter next wanted was named, and afterwards without its being named; an exercise to which that of picking up

various forms out of a heap had served as a very useful introduction. The next step was with the cards of the British and Foreign Society's First Book, the only disadvantage of which consisted in that the children were too apt to get off by heart the pretty little verses which occur on some of them, when they ceased forthwith to pay attention to the several letters and words composing such verses; a defect which might be remedied by there being more matter placed on the cards, or at all events, upon such as come later in the series. The next step was to advance the little pupils to the simplest of the same Society's Scripture cards; and judging from its results this course appeared to be a judicious one.

Some teachers, however, in their inability to reconcile themselves to the disuse of the common names of the letters, reject every other element of the phonic method, and go to the old dogmatic plan of making the children learn the letters and the names of them as arbitrary signs, and then, by the blundering practice of years, to discover and remember, as well as they can, the real value of each and of their various combinations. This is decidedly reprehensible, being a total dereliction of the whole duty of the teacher, to aid the child in a consistent progress, both analytically, in discovering, identifying, and naming the several vocal elements, and synthetically in their recombination in written language. For all the first steps in the discharge of this duty, the reading-frame and letter-box afford the most efficient aid that I have yet seen brought to bear, in supersedence of the old methods, especially when used upon familiar words. When these form the text, pictures, which are justly liable to the objection made against them in teaching to read, are not required to vivify the word, with which the children are already associating an idea more vivid than any picture will convey to them. When familiar words are not used there is more plea for the use of pictures, but the remedy is almost as bad as the original fault which seems to demand its application. The great want is of some very cheap and simple manual to guide the teacher in the use of the reading-frame and letter-box; next, the adoption of a more popular series of progressive reading cards than those now chiefly in use; and thirdly, the general use of some simple *first book* for the children from five to six years of age, to read alternately with simple passages of Scripture.

To bring the little ones forward from reading syllables of two letters, if not from learning the alphabet, to reading easy sentences, is the work of the monitors at the reading-drafts, where the lessons used appeared often to be in no consistent gradation. Considering their age, and the merely technical duties which are required of them, these monitors are very respectable little agents. They form the principal part of a top class which receives special instruction from the teacher, commonly out of school hours, and is usually taught to write in copy-books. Generally, too, the boys are engaged in writing, or scrawling outlines of objects, on slates, while the girls are

plying the needle; and in the unpretending school at Middlesborough-on-Tees, the amount of cheerful application of little hands in chalking, scrawling, writing, and sewing, showed a praiseworthy zeal on the part of its matron, which is well worthy of imitation. Indeed there is a general want of more employment for the fingers in the infant schools, with at least a pretence of utility and industry in it. There is much more of such application in these modern schools than in those of an older pattern, but there is yet room for progress, as well to the recreation as to the moral and intellectual advantage of the children. Their imitative faculties are at this early period of their lives in full vigour, and to give them a useful direction may implant habits of industry and perseverance for life. In only two of the schools did I see prepared surfaces on the walls for the children's chalking, and in only one was there any use of them.

The discipline of the more modern schools presents a very happy contrast to that of the older, and is maintained without rewards and without punishments, except the universally confessed "pat on the arm," applied in cases of perversity to the "babies." The happy open countenances of the children, the freedom of their intercourse with the teachers, and the order and easy control preserved by the latter, are, indeed, ample evidence to the prevailing goodness of the discipline, if that term be at all applicable to relations so gentle as those which subsist between the best teachers and the children under their care. And yet there are infant schools to which the children do not like to come; and where they do not a change is certainly required.

The good effects of an infant-school training are readily perceived in schools for older children, to which those who have been subject to its best influences have been transferred. Well-combed hair with wits as orderly, open countenances with gentleness of demeanor, show forth the praises of their former teachers, amidst the general rout of many a British School, collected from the kitchens of the dames, and from the disorder of the streets or even the home. That their appearance should challenge notice is a fair indication of the comparatively limited progress that has yet been made in the infant education of the poor. More teachers and more means are wanting in every direction; for the success of the existing schools, under all their imperfections and disadvantages, shows that the mass of the population has declared in their favour. It must not be supposed, however, that all who leave them are possessed of even the little arts of scholarship exhibited in their highest classes. To read an easy little narrative lesson, have the first notions of numbers, and be able to write on a slate, is a high standard of accomplishments for the greater number on leaving. And so far from the children who enter the British and National Schools being generally possessed of this amount of instruction, it is bare justice to the teachers in them to assume that the children put under their charge have, as a whole, been totally neglected,

until the time of their entering within the walls of these institutions.

It will have been gathered from the preceding table, that, besides the 20 infant schools under teachers from the Home and Colonial Society's Normal School, there are five others under teachers of modern training; two are under female teachers trained for girls' schools at the Normal School of the British and Foreign Society, and are well qualified in manners, disposition, and capacities for the posts to which they have been transferred by their several committees, but want more of special instruction in the management of infant faculties, and consequently proceed to load the memory too much with words, without having implanted a sufficient stock of consistent ideas to vivify them.* Two others are schools under teachers trained under Mr. Stow's superintendance at the Normal School in Glasgow; one a female teacher,† the children under whose care are almost entirely under four years of age; her capacities and goodness of disposition being scarcely appreciated by the parents, in connexion with some trifling northern intonations. The other is a master of some sixteen years experience, employed by a liberal committee,‡ and who, having ready access to the children's hearts, soon got around him a very flourishing school, in spite of some prejudices against the last lingering vestiges of his Scottish rhythm, the trifling peculiarity of which is noticed by the parents in proportion to the excess of their own provincial ignorance. The best, however, of these five schools is that under the patronage of Mrs. Anna Pease, in Bridge-street, Darlington, under a young and able female teacher, trained in the Kildare-place Institution, and Cole-alley Infant School, Dublin, aided by two assistants, and enjoying a luxury of apparatus.

The Park-lane School, Kensington, though included among those whose teachers were trained at the Home and Colonial Society's Institution, has rather the character of a village school for girls and infants; for individual prevails over collective instruction, and it was designed by its benevolent foundress, Miss Gray, not for a populous district, but for the special advantage of one of those peculiarly neglected localities which are too common in the neighbourhood of our large cities. The Beach School at Caister, near Yarmouth, is included among the infant schools having untrained teachers, but is merely a hamlet school under a young woman, who has the advantage of the personal superintendence of a judicious patroness. The Hadleigh Infant School, under a young female teacher, very much resembles the latter in character, though not in locality.

The annexed tables are in continuation of those appended to my first Report. They comprise the statistics not only of the infant schools, but of all the others which I have visited since that Report was made. To have substantiated their results has, I

* Morpeth and Tynemouth. † Barnard Castle. ‡ Derby.

think, been worthy of the labour bestowed upon their compilation. It has, however, together with the preparation of the present preliminary notice of the infant schools, occupied the whole of the brief period assigned by the existing scheme of inspection for reporting the results of local labours, as a temporary respite from their pursuit. Without the express orders of the Lord President, I am under the necessity, therefore, of deferring to a future opportunity all description of the operations of the British Schools generally; to submit an outline of which I propose, with his Grace's permission, to seize the occasion of completing my first tour of inspection among all those which have received aid from Government throughout England and Wales.

I have the honour to be, Sir,

Your most obedient Servant,

JOSEPH FLETCHER.

J. P. Kay Shuttleworth, Esq.,
Secretary to the Committee of Council on Education.

NOTE.—The averages in all the following Tables are struck by the total number of Schools enumerated in them, or by the total number of cases brought to account in each column, according as the sense demands.

TABLE I. (A.)—BRITISH SCHOOLS; their Date, Grants, Cost, and Accommodation.

No. in the Order of their Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	Date of the School's First Establishment.	Date of the Erection of the present School-house.	Date when Money issued in aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate area of the whole School-premises, exclusive of Ground laid into Streets.	Approximate extent of Playgrounds, Approaches, and Offices, after deducting Site of School-buildings, and Master's House, if any	Approximate Area of School-rooms.				
										For Boys.	For Girls.	For both in the same Room.	For Infants.	For All.
						£. s.	£. s. d.	Sq. yds.	Sq. yds.	Sq.yds	Sq.yds	Sq.yds	Sq.yds	Sq.yds
69	New Broad Street School, White Cross Place, Wilson Street, Finsbury.	1843	1842	6 May, 1843.	C. C.	452 0	849 0 3½	325	135	112	151	..	39	302
70	Protestant Dissenting Charity School, Wood Street, Spitalfields.	1717	1841	8 May, 1841.	C. C.	400 0	1029 16 1	319	77	128	128	..	..	256
72	City Road Chapel Schools, Radnor Street	1837	1819	9 Jan. 1839.	T.	225 0	About 2350 0 0	300	70	157	190	..	101	448
				18 Mar. 1843.	C. C.	222 0								
73	South Islington and Pentonville Schools.	1841	1841	15 Dec. 1841.	C. C.	500 0	3426 11 1	504	320	294	160	..	143	597
75	Gascoigne Place School, Castle Street, Bethnal Green	1838	1838	19 May, 1841.	C. C.	470 0	1344 19 3	450	280	111	111	..	..	222
				8 Aug. 1842.	C. C.	100 0								
76	Wirtemberg Place, Clapham	1836	1839	11 Nov. 1840.	C. C.	300 0	1497 2 3	1208	785	196	168	..	..	364
77	Crawford Street, Cold Harbour Lane, Camberwell.	1841	1841	26 June, 1841.	C. C.	200 0	1083 12 2	899	366	133	155	..	..	288
78	Leipsic Road, Camberwell	1836	1836	11 Jan. 1837.	T.	100 0	641 5 10	947	764	156	..	..	..	156
79	Mortlake (Churchfield)	B. 1842	1842	30 Sept. 1843.	C. C.	60 0	746 11 2	1050	350	76	76	..	62	214
		G. 1844	1844	16 Apr. 1844.		131 0								
81	Abbey Street, Bethnal Green	1838	1839	10 Oct. 1839.	T.	750 0	1905 11 2	1800	1033	455	197	..	202	854
		1839	1842	6 Mar. 1843.	C. C.	497 0								
83	Twig Folly, Bethnal Green	1833	1836	23 Sept. 1836.	T.	250 0	772 10 9	444	244	200	..	..	..	200
85	Stratford, near Bow	1837	1837	25 Mar. 1837.	T.	125 0	1001 18 1	444	253	158	..	..	..	158
86	Stoke Newington	1833	1837	4 Aug. 1838.	T.	200 0	1228 17 2	693	291	202	171	..	..	373
87	Barbican (Jacob's Well Court)	1833	1833	10 Sept. 1835.	T.	150 0	989 14 0	140	..	110	100	..	..	210
88	Hart Street, Covent Garden	1810 Became British 1826	1838	31 Aug. 1839.	T.	400 0	1887 17 6	261	62	153	78	..	150	384

89	Horton Street, Kensington	1835	1835	11 Jan. 1836.	T.	200 0	611 16 1	135	..	112	150	..	83	345
90	Hammersmith, Chiswick, and Turnham Green.	1822	1838	15 Apr. 1838.	T.	150 0	494 16 1½	389	554	106	78	..	..	184
91	Power Street, Woolwich	1825	1835	7 Jan. 1835.	T.	225 0	450 12 2¼	333	83	150	183	..	..	333
92	Great George Street, Bermondsey	1834	1834	7 Jan. 1835.	T.	225 0	439 18 4	291	131	135	..	..	..	135
94	Silver Street, Rotherhithe	1837	1837	2 Dec. 1837.	T.	160 0	445 15 0	421	270	74	74	..	..	148
95	Brentford	1834	1834	22 July, 1834.	T.	250 0	831 10 4	401	190	126	110	..	..	236
96	North London, Calthorpe Terrace, Gray's Inn Lane.	1820	1836	14 Sept. 1836.	T.	596 0	3098 15 5	622	175	220	140	..	86	446
98	Hackney Road (Westmoreland Street, Weymouth Terrace.)	1818	1841	19 June, 1841.	C.C.	600 0	1226 0 0	933	695	93	93	..	..	186
99	Brixton Hill	1838	1838	9 Feb. 1839.	T.	90 0	445 5 0	522	378	120	..	..	..	120
100	Wycliffe Chapel Schools, Philpot Street, Commercial Road, Stepney.	1834	1834	16 May, 1835.	T.	150 0	700 0 0	264	88	..	150	..	150	300
101	Prince's Square Schools, St. George's-in-the-East.	1827	1827	4 Jan. 1835.	T.	175 0	About 1500 0 0	144	..	127	127	..	..	254
102	Fisher Street, Red Lion Square	1834	1834	18 July, 1834.	T.	334 0	1731 19 11	183	33	142	..	..	..	142
103	Chigwell Row	1840	1840	18 Jan. 1841.	C.C.	80 0	About 300 0 0	353	207	..	..	102	..	102
104	Enfield	1838	1838	1 Jan. 1840.	T.	200 0	1029 9 8	701	350	156	156	..	..	312
106	Guildford	1815	1837	27 Sept. 1837.	T.	100 0	324 11 3	560	464	..	67	..	..	67
107	Farnham	1835	1835	12 Sept. 1835.	T.	100 0	404 19 7	245	176	54	54	..	..	108
108	Dorking	1842	1842	1 Apr. 1843.	C.C.	130 0	About 600 0 0	500	353	109	109	..	..	218
109	Uxbridge	1810	1835	16 Apr. 1836.	T.	100 0	783 12 5	590	307	165	..	..	..	165
110	Waltham Abbey	1840	1844	9 Mar. 1842.	C.C.	50 0	383 6 1	500	375	65	38	..	..	103
111	Sheerness	1837	1837	11 Jan. 1837.	T.	275 0	776 11 0½	253	69	156	156	..	..	312
112	Canterbury	1840	1840	13 Mar. 1841.	C.C.	178 10	588 4 6	708	467	210	..	..	..	210
113	Dover	1834	1835	16 Apr. 1836.	T.	437 0	896 10 3	556	249	180	90	..	..	270
114	Folkestone	1835	1840	15 Apr. 1840.	C.C.	162 0	1333 0 0	1417	1149	150	75	..	..	225
115	Hastings	1835	1836	10 Nov. 1836.	T.	250 0	461 1 0	205	..	..	177	..	..	177
116	Union Charity Schools, Middle Street, Brighton.	1805	1838	9 May, 1838.	T.	250 0	1174 10 1	568	328	210	210	..	..	420
117	North Lane Schools, Brighton	1836	1836	9 Oct. 1837.	T.	300 0	572 12 9	389	73	160	111	..	..	271
118	Fareham	1831	1837	10 Dec. 1836.	T.	80 0	112 12 0	96	12	..	..	67	..	67
119	Southampton	1810	1838	18 Mar. 1835.	T.	G 65 0	318 19 7	517	166	200	98	..	..	298
				15 May, 1839.	T.	B150 0	1337 1 4							
121	Havant	1928	1835	30 Dec. 1835.	T.	75 0	242 15 8	194	8	..	..	93	..	95
122	Ryde (Isle of Wight)	1835	1840	14 July, 1841.	C.C.	207 0	636 14 3	210	58	128	128	..	..	256
	Carried forward	..	..	..	..									

TABLE I. (A.)—British Schools; their Date, Grants, Cost, and Accommodation—*continued.*

No. in the Order of their Inspection.	*British Schools;* with the Infant Schools in some instances attached to them.	Date of the School's First Establishment.	Date of the Erection of the present School-house.	Date when Money issued in aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums granted	Total Cost of School Premises, Buildings, and First Fittings.	Approximate area of the whole School-premises, exclusive of Ground laid into Streets.	Approximate extent of Playgrounds, Approaches, and Offices, after deducting Site of School-buildings, and Master's House, if any.	Approximate Area of School rooms.				
										For Boys.	For Girls.	For both in the same Room.	For Infants.	For All.
						£. s.	£. s. d.	Sq. yds.	Sq. yds.	Sq.yds	Sq.yds	Sq.yds	Sq.yds	Sq.yds
	Brought forward . . .	..	..	..	..									
124	Newport*	1837	1837	24 June, 1837.	T.	100 0	(Premises undergoing enlargement with aid of additional grant.)							
125	Guernsey, St. Peter's Port	1842	1842	8 Feb. 1843.	C.C.	266 0	964 13 3	600	400	171	171	..	..	342
127	Portmadoc and Tremadoc British Schools (N. Wales)	1839	1839	14 Mar. 1840. 25 Apr. 1840.	T. C.C.	60 0 53 10	322 18 8¼	635	499	56	56	..	..	112
129	Holyhead	..	1836	10 Oct. 1836.	T.	37 0	121 13 7¼	74	..	58	..	..	..	58
130	Bangor (North Wales†)	Old endowment.		Grant not paid	C.C.	..	..	220	17	87	87	..	..	174
132	Oswestry	1840	1840	13 Mar. 1841.	T.	150 0	873 4 1	383	167	181	181	..	..	362
133	Wem	1840	1840	18 Nov. 1840.	T.	200 0	693 6 11¼	332	130	174	174	..	..	348
134	Chester Street, Wrexham	1836	1840	19 Feb. 1842.	T.	150 0	400 0 0	227	80	109	109	..	..	218
135	Newcastle-under-Lyne	1833	1834	29 Apr. 1835.	T.	350 0	988 15 11	About 5400	About 4400	444	333	..	..	777
136	Stafford	1835	1836	19 Mar. 1836.	T.	150 0	385 16 0	584	288	139	111	..	..	250
137	Derby	Boys 1812 Girls 1831	For Girls and Infants 1844	5 Aug. 1844.	C.C.	450 0	About 1500 0 0 Exclusive of former expenditure.	1464	698	318	162	..	242	722
138	Nottingham	1836	1834	14 Jan. 1835.	T.	550 0	1520 14 8¼	349	178	144	144	..	..	288
139	Sutton-in-Ashfield	1835	1836	21 Dec. 1836.	T.	125 0	476 0 2¼	267	139	105	..	..	..	105
140	Rotherham	1831	1834	23 Jan. 1834.	T.	349 0	Perhaps 700 0 0	1944	1002	196	212	..	..	408
141	Louth	1841	1841	15 Feb. 1841.	C.C.	450 0	1036 12 9	2332	1837	234	202	..	..	436
142	Lincoln	1841	1840	21 July, 1841.	C.C.	206 0	Perhaps 500 0 0	242	73	132	142	..	..	274

143	Grantham	1833	1835	17 Oct. 1835.	T.	100 0	400 0 2	524	350	84	84	..	..	168
144	Spalding	1838	1838	9 Jan. 1839.	T.	180 0	636 8 0	465	277	161	161	..	..	322
145	Long Sutton Charity School	Ancient endowment.	1836	30 Nov. 1836.	T.	168 0	515 9 5	794	561	112	83	..	..	195
146	Wisbeach	1839	1840	22 May, 1841.	C. C.	160 0	1783 19 10	1167	907	229	..	..	..	229
149	Witham	1823	1837	18 Oct. 1837.	C. C.	150 0	456 15 7	444	213	..	..	200	..	200
150	Coggeshall	1839	1841	5 Jan. 1842.	C. C.	118 0	459 9 0	336	219	72	..	..	96	168
151	Hadleigh	1836	1836	21 June, 1837.	T.	200 0	826 5 0	360	216	67	67	..	33	167
153	Woodbridge	1819	1840	15 Apr. 1841.	C. C.	175 0	1020 0 0	880	574	112	98	..	..	210
154	Chelmsford	1841	1841	19 June, 1841.	T.	300 0	1089 5 7	720	333	162	107	..	64	333
155	Beccles	1837	1837	7 Feb. 1838.	T.	150 0	393 8 7	700	444	107	107	..	..	214
157	Bungay	1835	1835	18 Mar. 1835.	T.	150 0	Perhaps 400 0 0	880	630	133	77	..	..	210
161	Costessy	1836	1836	22 Jan. 1837.	T.	65 0	180 2 7	155	56	..	..	82	..	82
162	East Dereham District School	1841	1841	21 Aug. 1841.	C. C.	190 0	About 1450 0 0	2000	1600	100	100	..	40	240
163	Lynn	1841	1841	17 June, 1842.	C. C.	261 10	1320 0 5	371	147	193	193	..	..	386
165	Bishop Stortford	1839	1839	8 Jan. 1840.	C. C.	150 0	About 1500 0 0	1145	650	139	139	..	..	278
166	Dunmow	1844	1844	24 Dec. 1844.	C. C.	150 0	638 2 3½	831	535	111	111	..	..	222
169	Clavering	1838	1838	8 Jan. 1840.	C. C.	90 0	274 16 1	666	444	62	76	..	..	138
170	Royston	1839	1840	11 Nov. 1840.	C. C.	75 0	569 9 9	About 500	336	139	..	..	..	139
171	Basingbourne	1833	1835	9 Jan. 1836.	T.	60 0	120 0 0	91	..	78	..	..	..	78
172	Cambridge (Barnwell)	1840	1840	18 July, 1840.	C. C.	250 0	1078 11 0	522	167	206	206	..	98	510
Total	80	..	..	..	..	18564 10	70,591 6 11½	51,104	30,921	10,720	7,865	546	1,589	20,720
Average	..	..	..	..	..	232 1	893 11 3	647	391	151	131	109	106	262

* The Newport School does not appear in these totals beyond the column of grants, for the reasons above stated; and the averages in the subsequent columns are therefore struck without including it.

† The Bangor School, though the subject of an inspection, is omitted from all these totals, because the result of that inspection was an ultimate refusal of aid to it.

TABLE I. (B)—BRITISH SCHOOLS; Children on the Books, generally

No. in the Order of Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	On the Books during the last Six Months.						Average Attendance during the last Six Months.						Actually Present at the Time of Inspection.					
		Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.		
		Boys.	Girls	Total	Boys	Girls	Total	Boys	Girls	Total.	Boys	Girls	Total	Boys	Girls	Total.	Boys	Girls	Total
69	New Broad Street School, Whitecross Place, Wilson Street, Finsbury.	144	112	256	..	..	..	104	75	179	..	..	..	107	74	181	..	..	..
70	Protestant Dissenting Charity School, Wood Street, Spitalfields.	100	65	165	..	..	..	80	50	130	..	..	..	70	39	109	..	..	..
72	City Road Chapel Schools, Radnor Street.	295	185	470	..	..	..	180	120	300	..	..	..	175	106	281	..	..	..
73	South Islington and Pentonville Schools.	..	..	505	..	..	..	..	..	456	..	..	..	307	102	409	..	..	..
75	Gascoigne Place Schools, Castle Street, Bethnal Green.	155	70	225	..	..	..	108	50	158	..	..	..	113	54	167	..	..	..
76	Wirtemberg Place, Clapham.	197	124	321	..	..	..	160	60	220	..	..	..	165	68	233	..	..	..
77	Crawford Street, Cold Harbour Lane, Camberwell.	154	120	274	..	..	..	118	65	183	..	..	..	160	72	232	..	..	..
78	Leipsic Road, Camberwell.	130	..	130	..	..	..	145	..	145	..	..	..	156	..	156	..	..	..
79	Mortlake (Churchfield)	50	50	100	..	..	..	25	45	70	..	..	..	49	48	97	..	..	..
81	Abbey Street, Bethnal Green.	488	150	638	..	..	..	448	143	591	..	..	..	about 350	126	476	..	..	..
83	Twig Folly, Bethnal Green.	200	..	200	..	..	..	175	..	175	..	..	..	175	..	175	..	..	..
85	Stratford, near Bow	190	..	190	..	..	..	140	..	140	..	..	..	152	..	152	..	..	..
86	Stoke Newington	125	145	270	..	..	..	100	100	200	..	..	..	85	90	175	..	..	..
87	Barbican (Jacob's Well Court).	Suspended.	100	100	..	..	..	Suspended.	70	70	..	..	..	Suspended.	82	82	..	..	..
88	Hart Street, Covent Garden.	190	120	310	..	..	..	150	85	235	..	..	..	100	50	150	..	..	..
89	Hornton Street, Kensington.	100	100	200	..	..	..	80	64	144	..	..	..	75	64	139	..	..	..
90	Hammersmith, Chiswick, and Turnham Green.	..	..	225	..	..	..	110	60	170	..	..	..	110	55	165	..	..	..
91	Power Street, Woolwich.	170	..	170	..	..	..	125	..	125	..	..	..	150	..	150	..	..	..
92	Great George Street, Bermondsey.	124	..	124	..	..	..	84	..	84	..	..	..	110	..	110	..	..	..
94	Silver Street, Rotherhithe.	110	60	170	..	..	..	90	40	130	..	..	..	50	35	85	..	..	..
95	Brentford	136	118	254	..	..	..	104	94	198	..	..	..	114	106	220	..	..	..
96	North London, Calthorpe Terrace, Gray's Inn Lane.	290	230	520	..	..	..	208	98	306	..	..	..	210	99	309	..	..	..
98	Hackney Road, Westmoreland Street, Weymouth Terrace	210	130	340	..	..	..	160	110	270	..	..	..	170	97	267	..	..	..
99	Brixton Hill	130	..	130	..	..	..	110	..	110	..	..	..	110	..	110	..	..	..
100	Wycliffe Chapel Schools, Philpot Street, Commercial Road, Stepney.	..	130	130	..	..	..	..	100	100	..	..	..	..	120	120	..	..	..

Attending, and actually Present; Ages; and Weekly Payments.

Infant Schools attached to British Schools.			Ages at which the Children generally come to School.			Ages at which the Children generally leave School.			Weekly Payments for each Child, and Grounds upon which the Fees are Graduated where not uniform.
On the Books during last 6 months. Total Boys and Girls. Same Room.	Average Attendance last 6 months. Total Boys and Girls. Same Room.	Actually Present at Inspection. Total Boys and Girls. Same Room.	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.	
100	80	80	7	7	All ages under 7	About 9 to go to charity schools, and about 10 the rest.	About 9 to go to charity schools, and about 10 the rest.	6 and 7	2d. reading, writing, on slates, spelling, and tables; 3d. ditto, with copy-book writing, arithmetic, geography, and grammar; 4d. ditto, with further geography and grammar, natural history, history of England, &c., and in the boys' school, 5d.; ditto, with drawing, natural philosophy, ancient and modern history, geometry, algebra, &c., 6d.
..	..	..	About 7	About 7	..	About 12	About 12	..	2d. and 1d. extra for such as use pen and ink.
145	90	80	About 8	About 8	About 3	About 11	About 11	About 7	Boys and girls 2d. and 4d.; infants 2d.
125	118	108	Upper div. 10; Lower 6 to 8	About 7	About 3	About 12	About 12	6	Boys, senior division, 4d., boys, junior division, 3d.; a separate class of boys, taught model drawing, pay 6d.; girls and infants 3d.
..	..	..	4 to 7	Under 5	..	About 10	About 9	..	2d. and 3d.; the latter is for writing, and includes copy books.
..	..	..	About 6	4 to 12	..	About 13	About 12 or 13	..	3d., or when more than one from a family, 2d. each.
..	..	..	9 to 11	6 to 7	..	About 12	11 or 12	..	2d., two from the same family 1½d. each; those who write in copy books 3d.
..	..	..	About 6	..	..	Before 12	..	..	2d.; those who write in copy-books 3d.
Not yet opened.			About 7	About 7	..	About 12	12 to 14	..	3d.; where more than two from a family 2d.
185	160	170	7 to 8	7 to 8	About 3	About 10	About 9	6 or 7	2d., 3d., 4d., and 6d.
..	..	..	5 or 6	..	..	About 10	..	..	2d. reading and writing on slates; 3d. ditto and writing in copy books, geography, and drawing on cards.
..	..	..	About 5	..	..	About 12	..	..	1d.
..	..	..	7 to 9	3 to 7	..	About 13	12 to 14	..	2d.
..	..	..	..	Under 8	..	..	About 12	..	2d., and including writing in copy books 4d.
200	163	About 150	About 7	About 7	All ages under 7	About 12	About 11	7	3d. boys and girls; infants 2d.
87	60	60	About 6	8 to 10	All ages under 7	About 11	12 to 13	6	2d., the children paying for their own writing books.
..	..	..	6 to 7	6	..	About 12	About 12	..	2d; all subscribers to the amount of 1l. being also at liberty to send a child free.
..	..	..	8 to 9	..	..	11	..	..	2d., or 4d. for three from one family; writing 4d. extra.
..	..	..	..	..	..	About 12	..	..	2d.
..	..	..	About 7 6 to 7	Under 6	..	When capable of service.	When capable of service.	..	2d., or 3d. for two from the same family.
..	..	..	5 to 7	5 to 7	..	11 to 12	11 to 12	..	2d., and 3d. for those who write in copy books and find their own.
177	122	About 120	About 9	7 to 9	2 to 3	10 to 11	About 12	7	2d. in all the schools, and 3d. for those who write on paper, and who find their own books and pens.
..	..	..	5 to 6	7 to 9		About 10	11 to 12	..	2d. in each school, and 3d. for those who write on paper, finding their own books and pens.
..	..	..	7	..		11 to 12	..	..	2d. ditto, and 3d. for those who write in copy book, and find their own books and pens.
150	120	About 134	..	8 to 9	2 to 3		About 13	7 to 8	Above 10 years of age 3d.; singing 1d. extra; under 10 years of age 2d.

British Schools; Children on the Books, generally

No. in the Order of Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	On the Books during the last Six Months.						Average Attendance during the last Six Months.						Actually Present at the Time of Inspection.					
		Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.		
		Boys.	Girls	Total.	Boys	Girls	Total	Boys	Girls	Total.	Boys	Girls	Total	Boys	Girls	Total.	Boys	Girls	Total
101	Prince's Square Schools, St. George's in the East.	This has become a Roman Catholic school, and the priest objecting to an "official" inspection, I did not																	
101	Fisher Street, Red Lion Square.	180	..	180	..	..	..	150	..	150	..	..	..	137	..	137	..	..	..
103	Chigwell Row . . .	..	..	..	35	57	92	..	..	..	20	45	65	..	..	..	24	44	68
104	Enfield	150	100	250	..	..	..	120	80	200	..	..	..	115	80	195	..	..	..
106	Guildford	..	72	72	..	..	..	..	45	45	..	..	..	..	48	48	..	..	..
107	Farnham	80	40	120	..	..	..	66	33	99	..	..	..	76	34	110	..	..	..
108	Dorking	140	112	252	..	..	..	100	80	180	..	..	..	100	88	188	..	..	..
109	Uxbridge	180	..	180	..	..	..	140	..	140	..	..	..	170	..	170	..	..	..
110	Waltham Abbey . .	68	37	105	..	..	..	54	24	78	..	..	..	50	28	78	..	..	..
111	Sheerness	125	..	125	..	..	..	110	..	110	..	..	..	105	95	200	..	..	..
112	Canterbury	185	.. about	185	..	..	..	170	..	170	..	..	..	170	..	170	..	..	..
113	Dover	161	60	221	..	..	..	150	40	190	..	..	..	150	50	200	..	..	..
114	Folkestone	170	100	270	..	..	..	140	95	235	..	..	..	120	90	210	..	..	..
115	Hastings	..	75	75	..	..	..	..	50	50	..	..	..	..	55 about	55	..	..	..
116	Union Charity Schools, Middle-st., Brighton.	183	180	363	..	..	..	120	120	240	..	..	..	122	100	222	..	..	..
117	North-lane Schools, Brighton.	420	150	570	..	..	..	320	100	420	..	..	..	325	98	423	..	..	..
118	Fareham	..	..	..	60	18	78	..	..	..	40	10	50	..	..	..	40	5	45
119	Southampton . . .	250	96	346	..	..	..	180	80	260	..	..	..	150	81	231	..	..	..
121	Havant	..	..	..	9	25	34	..	..	..	4	18	22	..	..	..	..	..	..
122	Ryde (Isle of Wight) .	230	130	360	..	..	..	150	90	240	..	..	..	..	..	..	..	..	..
124	Newport	School undergoing enlargement, and children dispersed; inspection, therefore, deferred to a future tour of duty.																	
125	Guernsey, St. Peter's Port.	145	40	185	..	..	..	94	29	123	..	..	..	110	28	138	..	..	..
127	Portmadoc and Tremadoc British School, North Wales.	..	..	..	66	16	82	..	..	..	50	10	60	..	..	..	50	10	60
129	Holyhead	60	..	60	..	..	..	55	..	55	..	..	..	50	..	50	..	..	..
130*	Bangor*	40	18 about	58	..	..	..	33	12 about	45	..	..	..	32	12	44	..	..	..
132	Oswestry	40	75	115	..	..	..	30	60	90	..	..	..	27	51	78	..	..	..
133	Wem	130	130	260	..	..	..	50	90	140	..	..	..	68	60	128	..	..	..
134	Chester-st., Wrexham	64	..	64	..	..	..	50	..	50	..	..	..	48	..	48	..	..	..
135	Newcastle-under-Lyne	110	105	215	..	..	..	80	70	150	..	..	..	81	52	133	..	..	..
136	Stafford	100	45	145	..	..	..	85	35	120	..	..	..	72	46	118	..	..	..
137	Derby	210	90	300	..	..	..	160	80	240	..	..	..	130	86	216	..	..	..

* The Bangor School is omitted from the totals and the averages in this as in the preceding table, and for the same reasons.

Attending, and Actually Present; Ages; and Weekly Payments—*continued.*

Infant Schools attached to British Schools.			Ages at which the Children generally come to School.			Ages at which the Children generally leave School.			Weekly Payments for each Child, and Grounds upon which the Fees are Graduated where not uniform.
On the Books during last 6 months.	Average Attendance last 6 months.	Actually Present at Inspection.	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.	
Total Boys and Girls. Same Room.	Total Boys and Girls. Same Room.	Total Boys and Girls. Same Room.							
make any examination of the children whatever.									
..	..	..	6 to 7	..	..	About 10	..	..	3*d.* each; finding their own copy books and slates.
..	..	..	3 to 5	3 to 5	..	10 to 12	10 to 12	..	2*d.*; but when more than two from one family only 4*d.*
..	..	..	Ages range very low.	Ages range very low.	.	Ages range very low.	Ages range very low.	..	2*d.*, and 1*d.* for each child from same family, when more than one are sent.
..	..	..	..	Under 6	..	..	14	..	1*d.*, which pays also for books of the writers, and cottons and needles, &c., of the girls.
..	..	..	Under 6	Under 6	..	10 to 12	10 to 12	..	2*d.*, the writers finding their own copy books.
..	..	..	About 7	5 to 6	..	11 to 12	About 12	..	1st class 7*s.* 6*d.* per quarter; 2nd class 2*d.* per week; children nominated by subscribers, 1*d.* per week.
..	..	..	6	..	..	10	..	..	1*d.*
..	..	..	5	5	..	10	10	..	2*d.* every child; more than one from same family 1*d.*
..	..	..	9 to 10	5	..	11	11	..	2*d.* reading and writing on slates; 3*d.* ditto, with copy writing and first rules of arithmetic; 4*d.* ditto, with mental arithmetic, geography, and history; 6*d.* ditto, with geometry, linear drawing, perspective, mensuration, &c.
..	..	..	8	..	..	12 to 13	..	.	2*d.*
..	..	..	7	5	..	About 11	About 11	..	2*s.* per quarter, which is about 2*d.* per week; and when more than one in family, only one-half; but the latter arrangement to be discontinued.
..	..	..	About 7	About 7	..	11 to 12	11 to 12	..	1*d.*
..	..	..	..	About 6	..	..	About 11	..	2*d.*
..	..	..	About 6	About 6	..	About 13	About 11	..	1½*d.*, and those who learn book-writing 2*d.*
..	..	..	About 7	About 7	..	12 to 13	Very early	..	1½*d.*, and those who learn book-writing 2*d.*
..	..	..	5 to 7	5 to 7	..	About 11	About 11	..	2*d.* reading; 4*d.* ditto, with writing; 6*d.* ditto, with lessons taken to be learned at home.
..	..	..	6 to 7	7 to 8	..	About 11	About 11	..	2*d.* boys' junior class; 3*d.* senior; 2*d.* girls'.
..	..	..	About 5	About 5	..	About 12	About 12	..	1½*d.* per week.
..	..	..	About 6	About 6	..	About 12	About 12	..	2*d.* per week.
..	..	..	6 to 8	7 to 8	..	Irregular	10 to 11	..	3*d.* if writing on slates only, and 4*d.* if writing in copy books.
..	..	..	About 6	About 6	..	13 to 14	13 to 14	..	2*s.* 6*d.* per quarter reading and spelling; 3*s.* 6*d.* ditto, with writing, English grammar, and geography; 5*s.* ditto, with arithmetic, &c.
..	..	..	About 7	..	..	12 to 14	..	..	2*s.* per quarter beginners; 3*s.* reading and spelling; 4*s.* ditto, with writing; 5*s.* ditto, with other branches; 6*s.* the oldest boys.
..	..	..	6 to 7	6 to 7	..	13 to 14	13 to 14	..	1*d.*
..	..	..	6 to 7	6 to 7	..	12 to 13	12 to 13	..	1*d.*
..	..	..	5 to 12	5 to 12	..	13 to 14	13 to 14	..	2*d.*, but all more than two from a family come free.
..	..	..	About 10	..	..	13	..	..	1*d.*
..	..	..	Under 6	Under 6	..	8 to 10	8 to 10	..	2*d.*
..	..	..	About 7	3 to 4	..	About 8	11 to 12	..	2*d.*, 4*d.*, and 6*d.*
250	200	About 200	About 6	8 or 9	2 to 4	About 9	10 to 11	6 to 7	1*d.* throughout.

British Schools; Children on the Books, generally

No. in the Order of Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	On the Books during the last Six Months.						Average Attendance during the last Six Months.						Actually Present at the Time of Inspection.					
		Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.		
		Boys.	Girls	Total.	Boys	Girls	Total	Boys	Girls	Total.	Boys	Girls	Total	Boys	Girls	Total.	Boys	Girls	Total
138	Nottingham	240	160	400	..	..	..	180	120	300	..	..	..	156	96	252	..	..	..
139	Sutton-in-Ashfield	178	..	178	..	..	..	100	..	100	..	..	..	86	..	86	..	..	..
140	Rotherham	150	120	270	..	..	..	104	70	174	..	..	..	80	41	121	..	..	..
141	Louth	320	216	536	..	..	..	235	126	361	..	..	..	260	131	391	..	..	..
142	Lincoln	220	150	370	..	..	..	160	120	280	..	..	..	149	*150	299	..	..	..
143	Grantham	100	48	148	..	..	..	75	35	110	..	..	..	61	26	87	..	..	..
144	Spalding	150	70	220	..	..	..	120	48	168	..	..	..	114	25	139	..	..	..
145	Lung Sutton Charity School.	Suspended.	105	105	..	..	..	Suspended.	50	50	..	..	..	Suspended.	53	53	..	..	..
146	Wisbeach	190	..	190	..	..	..	150	..	150	..	..	..	148	..	148	..	..	..
149	Witham	..	..	..	58	38	96	..	..	..	40	25	65	..	..	..	40	20	60
150	Coggleshall	Suspended.	..	..	..	..	..	Suspended.	..	..	..	..	..	Suspended.	..	..	..	..	..
151	Hadleigh	100	35	135	..	..	..	75	25	100	..	..	..	80	Suspended.	80	..	..	..
153	Woodbridge	85	75	160	..	..	..	70	60	130	..	..	..	60	53	113	..	..	..
154	Chelmsford	130	100	230	..	..	..	100	74	174	..	..	..	103	92	195	..	..	..
155	Beccles	90	112	202	..	..	..	80	80	160	..	..	..	70	93	163	..	..	..
157	Bungay	110	60	170	..	..	..	80	45	125	..	..	..	80	45	125	..	..	..
161	Costessy	..	..	..	..	..	60	..	..	..	..	..	50	..	..	..	21	21	42
162	East Dereham District School.	119	95	214	..	..	..	78	48	121	..	..	..	95	59	154	..	..	..
163	Lynn	255	90	345	..	..	..	235	75	310	..	..	..	190	58	248	..	..	..
165	Bishop Stortford	130	140	270	..	..	..	96	105	201	..	..	..	100	100	200	..	..	..
166	Dunmow	77	80	157	..	..	..	58	70	128	..	..	..	44	74	118	..	..	..
169	Clavering	18	..	18	..	..	..	15	..	15	..	..	..	24	..	24	..	..	..
170	Royston	106	..	106	..	..	..	55	..	55	..	..	..	56	..	56	..	..	..
171	Basingbourne	92	..	92	..	..	..	44	..	44	..	..	..	52	..	52	..	..	..
172	Cambridge (Barnwell)	300	170	470	..	..	..	200	120	320	..	..	..	210	103	313	..	..	..
Total		10,289	5,511	16,510	228	149	437	7,933	3,905	12,294	154	108	312	7,859	3,856	11,715	175	100	275
Average		160	106	282	46	30	73	122	73	173	31	22	52	121	73	167	35	20	55

* Including 50 Infants.

Attending, and actually Present; Ages; and Weekly Payments—*continued.*

Infant Schools attached to British Schools.			Ages at which the Children generally come to School.			Ages at which the Children generally leave School.			
On the Books during last 6 months.	Average Attendance last 6 months.	Actually Present at Inspection.	Boys.	Girls.	Infants.	Boys.	Girls.	Infants.	Weekly Payments for each Child, and grounds upon which the Fees are Graduated where not uniform.
Total Boys and Girls. Same Room.	Total Boys and Girls. Same Room.	Total Boys and Girls. Same Room.							
..	..	..	7 to 8	About 5	..	About 10	About 11	..	1½d. and 2d. for those who write in copy books.
..	..	..	5 to 7	..	..	8 to 9	..	..	2d. and 3d. for those who write in copy books.
..	..	..	6 to 7	8 to 10	..	12 to 13	About 13	..	2d. and 3d. for those who write in copy books.
..	..	..	About 6	About 7	..	11 to 12	11 to 12	..	1d.
..	..	..	6 to 7	6 to 7	..	10 to 12	10 to 12	..	2d. and 3d. for those who write in copy books.
..	..	..	6 to 8	6 to 8	..	11 to 13	11 to 13	..	2d., but never more than 4d. from one family.
..	..	..	About 7	About 7	..	About 12	About 12	..	2d.
..	..	..	..	6	..	..	10 to 11	..	Free, except 1d. for those who write in copy books.
..	..	..	6 to 7	..	..	About 11	..	..	3d.
..	..	..	About 8	About 8	..	About 12	About 12	..	2d. per week, or 1s. 6d. per quarter for children of working men; 3d. per week, or 2s. 3d. per quarter for children of tradesmen.
99	80	85	..	..	2 to 4	..	..	6 to 7	1½d., and 3d. for those who write in copy books.
80	50	About 50	About 7	..	2 to 4	About 11	..	6 to 7	2d., except a few in the infant school, who only pay 1d.
..	..	..	5 to 6	5 to 6	..	12 to 13	12 to 13	..	1d., and 2d. those who write in copy books.
120	100	About 100	5 to 7	About 8	2 to 4	11 to 12	11 to 12	6 to 7	2d., except a few, who pay 4d. for boys; girls 1d.
..	..	..	About 7	6 to 9	..	About 12	About 12	..	2d. mechanics', shopkeepers', and farmers' children; and writing 4d.; 1d. agricultural labourers' children, and writing 2d.
..	..	..	About 7	About 7	..	About 11	About 11	..	2d. for one, and 1d. for every additional child from same family. Tradesmen's children 3d. for the same, with book-writing, and 4d. with grammar and linear drawing.
..	..	..	5 to 6	5 to 6	..	9 to 10	9 to 10	..	Free.
109	80	75	About 7	About 7	2 to 4	About 10	About 10	6 to 7	2d.
..	..	..	6 to 8	7 to 9	..	10 to 12	10 to 12	..	2d., and 1d. for each child more than one from same family.
..	..	..	5 to 7	6 to 7	..	10 to 11	10 to 11	..	6d. tradesmen's children; and labourers 2d. or 3d. for two, and 4d. if more than two from same family.
..	..	..	6 to 7	6 to 7	..	About 12	About 12	..	Boys 2d., except tradesmen's children, who pay 6d. Girls, 1d.
..	..	..	About 7	..	..	About 10	..	..	2d., or 3d. for two.
..	..	..	About 7	..	..	About 12	..	..	2d.
..	..	..	5 to 6	..	..	9 to 10	..	..	2d., and 1d. for each more than one from same family.
230	160	About 150	6 to 10	7 to 11	2 to 4	About 12	12 to 13	6 to 7	2d., and 1d. for each more than one from the same family.
2,057	1,378	1,556	..	..	..	..	..	..	
147	113	111	..	..	..	..	..	..	

TABLE I. (C.)—BRITISH SCHOOLS; Income, rom

No. in the Order of Inspection.	*British Schools*; with the Infant Schools in some instances attached to them.	ANNUAL INCOME. Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Total.	Salary or other: Master of Boys' School.	Master of Day School for both Boys and Girls.	Mistress of Girls' School.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
69	New Broad Street School, Whitecross Place, Wilson Street, Finsbury.	92 16 6	27 17 5½	..	140 0 0	28 10 0	287 3 11½	80 0 0	..	50 0 0
70	Protestant Dissenting Charity School, Wood Street, Spitalfields.	47 0 0	..	28 0 0	44 0 0	..	123 0 0	57 13 4 with house.	..	36 6 8
72	City Road Chapel Schools, Radnor Street.	67 4 1	70 1 9	..	215 4 5	..	352 10 3	130 0 0	..	55 0 0
73	South Islington and Pentonville Schools.	60 0 0	20 0 0	..	273 1 9	20 0 0	373 1 9	First 100 0 0 Second 50 0 0	..	50 0 0
75	Gascoigne Place Schools, Castle Street, Bethnal Green.	82 5 0	..	..	68 0 0	..	150 5 0	70 0 0	..	34 0 0
76	Wirtemberg Place, Clapham	110 0 0	80 0 0	..	89 0 0	12 0 0	241 0 0	120 0 0	..	49 0 0
77	Crawford Street, Coal-harbour-lane, Camberwell.	86 6 0	..	..	75 16 4	6 0 0	168 4 4	95 0 0	..	40 0 0
78	Leipsic Road, Camberwell .	45 0 0	..	..	75 0 0	10 0 0	130 0 0	70 0 0 with house.	..	..
79	Mortlake (Churchfield) . .	20 0 0	..	..	40 0 0	..	60 0 0	50 0 0	..	40 0 0
81	Abbey Street, Bethnal Green	89 17 6	5 5 0	..	350 13 10	17 12 0 Special subscriptions about	463 8 4	164 1 11 with house.	..	62 8 9
83	Twig Folly, Bethnal Green .	14 0 0	..	..	55 0 0	80 0 0	149 0 0	70 0 0	..	..
85	Stratford, near Bow . . .	85 0 0	..	..	28 12 0	..	113 12 0	80 12 0	..	..
86	Stoke Newington . . .	112 5 6	..	..	76 8 11	12 16 0	201 10 5	60 0 0	..	52 0 0
87	Barbican (Jacob's Well Court.)	Supported by a subscription raised among six congregations, jointly with a Boys' School in Monkwell Street,								
88	Hart Street, Covent Garden .	110 0 0	22 0 0	..	185 0 0	8 0 0	325 0 0	90 0 0	..	50 0 0
89	Hornton Street, Kensington .	65 0 0	..	..	95 0 0	11 0 0	171 0 0	65 0 0	..	45 0 0
90	Hammersmith, Chiswick, and Turnham Green.	50 0 0	8 0 0	..	59 16 4	..	117 16 4	45 0 0	..	45 0 0
91	Power Street, Woolwich . .	24 0 0	5 8 0	..	47 2 6	7 10 0	83 12 6	70 0 0	..	..
92	Great George Street, Bermondsey.	5 0 0	..	..	50 0 0	10 0 0	65 0 0	60 0 0	..	..
94	Silver Street, Rotherhithe .	44 0 0	5 0 0	..	78 0 0	..	67 0 0	68 0 0 with house.	..	(*)
95	Brentford	71 17 6	2 16 2	..	106 18 2	10 2 6	191 14 4	89 11 4	..	50 9 7
96	North London, Calthorpe Terrace, Gray's Inn Lane.	120 0 0	45 0 0	..	195 0 0	54 0 0	414 0 0	110 0 0	..	45 0 0
98	Hackney Road, Westmoreland Street, Weymouth Terrace.	0 0	16 0 0	..	124 3 0	..	157 3 0	80 0 0	..	50 0 0
99	Brixton Hill	65 0 0	1 10 0	..	55 0 0	4 0 0	125 10 0	95 0 0	..	..
100	Wycliffe Chapel Schools, Philpot Street, Commercial Road, Stepney.	Information inaccessible, owing to absence of the officers of the School Committee.								
101	Prince's Square Schools, St. George's in the East.	School abandoned to the use of Irish Population				22 10 0	22 10 0			Schools under the
102	Fisher Street, Red Lion Square.	40 0 0	16 0 0	..	90 0 0	..	146 0 0	80 0 0	..	..
103	Chigwell Row	28 1 0	5 0 0	..	19 3 0	5 0 0	57 4 0	..	..	..
104	Enfield	70 11 6	2 9 4	12 2 8	50 8 0	12 15 6	148 7 0	70 0 0	..	50 0 0
106	Guildford	19 0 0	..	..	7 7 0	1 15 0	28 2 0	..	..	30 0 0
107	Farnham	22 0 0	..	..	41 0 0	..	12 0 0	..	65 0 0	..
108	Dorking	47 0 0	15 0 0	..	72 0 0	..	134 0 0	80 0 0	..	40 0 0
109	Uxbridge	56 15 0	..	20 0 0	25 0 0	..	101 15 0	60 0 0 with house.	..	..
110	Waltham Abbey	22 10 6	8 0 0	2 0 0	25 16 0	..	58 6 6	60 0 0	..	7 16 0
111	Sheerness	5 0 0	..	..	89 0 0	..	94 0 0	75 0 0	..	14 0 0
112	Canterbury	30 9 0	..	..	65 18 8	..	96 7 8	80 0 0	..	..
113	Dover (boy's school only) .	40 0 0	15 0 0	..	53 0 0	..	108 0 0	78 0 0	..	..
114	Folkestone	110 2 1	..	..	47 9 2	13 13 1 Girls' work.	171 4 4	60 0 0 with house.	..	30 0 0
115	Hastings	22 10 0	2 10 0	..	15 0 0	2 5 0	42 5 0	..	..	40 0 0
116	Union Charity Schools, Middle Street, Brighton.	30 2 2	33 12 9 extraordinary.	..	40 0 6	1 9 6	174 4 11	78 2 9	..	30 17 6
117	North Lane Schools, Brighton	57 2 8	..	..	136 7 11	3 18 8	197 9 3	120 13 5	..	44 9 10
	Carried forward . . .	2,113 16 0	356 2 5½	66 2 8	3,303 9 6	358 17 3	6,192 7 10½	2,346 14 9	65 0 0	1,030 8 4

(*) Salary included in that of master, her husband.

at Sources; Expenditure, on what Objects.

ANNUAL EXPENDITURE.

	Remuneration of Teachers and Monitors.					Miscellaneous Expenditure in the past Year.						
	Master of Infant School.	Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel.	Other Expenses.	Total of Miscellaneous Expenditure.	Total.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
	..	34 0 0	..	..	1 19 0	15 8 9	0 18 0	17 11 10	8 14 1½	61 17 7	104 5 11½	270 4 11½
	..	..	..	.. Infant School.	..	0 17 4	10 11 2	1 14 4	6 10 0	25 13 4	45 5 2	139 5 2
	..	25 0 0	..	10 8 0 Infant School.	..	12 18 5	..	23 9 4	6 3 0	104 12 3 Including rent, &c.	145 18 0	366 6 0
	..	50 0 0	..	7 16 0	15 12 0	25 0 0	7 10 0	7 10 0	5 0 0	40 0 0	85 0 0	358 8 0
	..	..	..	..	1 6 0	40 0 0	..	11 5 9	4 18 0	18 7 0	74 10 9	179 16 9
	..	..	..	..	7 0 0	7 10 0	..	5 0 0	8 14 0	About 45 0 0	66 4 0	242 4 0
	..	..	..	..	..	14 16 9	6 13 4	6 13 5	5 6 0	25 4 4	58 13 10	198 13 10
	..	..	..	..	6 10 0	5 0 0	..	6 0 0	10 0 0	10 7 6	31 7 6	107 17 6
	..	..	.. Six Assistants.	.. Two Assistants.	..	..	6 0 0	6 0 0	3 0 0	2 0 0	17 0 0	107 0 0
	..	50 0 0	88 15 6	37 17 6	..	12 19 3	6 11 6	29 14 1	20 19 7	24 6 4	94 10 9	497 14 5
	..	..	20 0 0	..	..	40 0 0	10 0 0	10 0 0	3 0 0	3 5 6	66 5 6	156 5 6
	..	..	..	..	3 8 8	5 6 9	..	10 0 0	2 0 0	8 18 6	26 5 3	110 5 11
	..	..	..	..	..	Not stated in detail.					45 11 9	177 11 9
ded from the Parliamentary Grant.												
	120 0 0	(†)	..	..	..	20 0 0	..	10 0 0	9 3 4	20 0 0	59 3 4	319 3 4
	..	40 0 0	..	..	1 0 0	4 17 3	..	10 18 2½	4 7 0	15 2 3	35 5 1½	186 5 1½
	..	..	..	..	1 0 0	16 2 10	Not stated in detail.			16 12 1 Including rent.	32 14 11	143 14 11
	..	..	..	..	..	54 0 0	..	8 15 7	16 6 1	5 2 0	84 4 8	154 4 8
	..	..	..	..	..	16 7 1	..	5 0 0	0 3 0	13 2 0	34 17 1	94 17 1
	..	..	..	..	..	6 0 0	..	4 0 0	5 0 0	1 2 6	16 2 6	84 2 6
	..	..	.. Boys' School.	..	7 16 0	36 3 6	..	37 12 9	1 3 9	0 13 0	76 3 0	228 19 11
	65 0 0 with house, &c.	..	20 0 0	..	Expenditure not given in further detail, but, if equal to the income, say—						199 0 0	489 0 0
	..	..	..	..	..	..	15 0 0	10 0 0	3 0 0	6 0 0	34 0 0	164 0 0
	..	..	..	..	3 0 0	21 16 2½	..	7 15 6	5 9 10	6 6 3	41 7 1½	139 7 2½
erintendence of a Roman Catholic Priest, and not inspected.											15 3 0	15 3 0
	..	..	..	..	2 12 0	5 0 0	..	1. 0 0	4 0 0	40 0 0	64 0 0	146 12 0
0 0 ith ose.	..	..	..	..	..	2 11 0	..	7 5 7	1 18 0	..	11 14 7	56 14 7
	..	..	..	..	..	16 1 3	..	9 0 0	3 3 3	11 3 4	39 7 10	159 7 10
	..	..	..	..	..	2 10 0	..	0 14 5½	2 2 0	..	6 6 5½	36 6 5½
4 0	..	..	..	..	..	..	..	2 0 0	2 0 0	..	4 0 0	74 4 0
	..	..	..	..	..	..	..	5 0 0	4 15 0	2 10 0	12 5 0	132 5 0
	..	..	..	..	6 0 0	1 6 8	9 3 3	5 19 2	4 0 0	11 5 10	31 14 11	97 14 11
	..	..	..	..	..	..	..	1 8 6	2 10 0	..	3 18 6	71 14 6
	..	..	..	..	..	3 0 0	1 0 0	5 0 0	..	..	9 0 0	98 0 0
	..	..	..	..	..	6 11 7	..	4 16 0	2 10 10	6 6 0	20 4 5	160 4 5
	..	..	..	..	5 0 0	10 0 0	..	..	..	16 18 9	26 18 9	104 18 9
	..	..	..	4 5 0	..	..	..	..	..	..	About 63 10 0	156 15 0
	..	..	..	..	2 10 5	5 0 0	..	1 10 0	1 10 0	5 0 0	13 0 0	55 10 0
	..	..	..	..	1 6 0	2 16 6	..	5 15 0	6 3 0	9 1 6	23 16 0	143 2 3
	..	..	..	..	10 0 0	3 2 0	Not stated in detail.				16 16 11½	192 0 2½
4 0	185 0 0	199 0 0	129 15 6	60 6 6	75 19 8	414 3 1½	73 2 3	291 9 6	163 15 5½	556 3 3	1,884 18 2½	6,505 2 0½

(†) His wife, whose salary is included in the master's.

TABLE I. (C.)—BRITISH SCHOOLS; Income, fro

No. in the Order of Inspection.	*British Schools:* with the Infant Schools in some instances attached to them.	ANNUAL INCOME.						Salary or ch		
		Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Total.	Master of Boys' School.	Master of Day School for both Boys and Girls.	Mistress of Girls' School.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s.
	Brought forward . .	2,118 16 0	856 2 5½	66 2 8	3,808 9 6	352 17 3	6,192 7 10½	2,346 14 9	65 0 0	1,653 3
118	Fareham	10 0 0	..	..	30 0 0	..	40 0 0	..	40 0 0	..
119	Southampton	64 11 0	..	..	106 17 6	20 14 0	192 3 6	..	..	41 0
121	Havant	16 0 0	..	..	5 0 0	..	21 0 0	..	..	..
122	Ryde (Isle of Wight) . . .	30 0 0	20 0 0	..	80 0 0	5 0 0	135 0 0	75 0 0	..	45 0
124	Newport	Schools not inspected, because dispensed for the holidays and undergoing enlargement.								
125	Guernsey, St. Peter's Port .	40 0 0	13 0 0	..	91 12 7	..	144 12 7	70 0 0	..	30 0
127	Portmadoc and Tremadoc British School, North Wales.	..	..	..	50 0 0	..	50 0 0	..	50 0 0	..
129	Holyhead	..	..	School-fees partly paid out of an endowment of 30 0 0	Besides fees out of the endowment, 10 0 0	..	40 0 0	40 0 0 Board and lodging; say	..	..
130	Bangor†	..	..	25 0 0	30 0 0	..	55 0 0	35 0 0	..	5 0
132	Oswestry	30 0 0	10 0 0	..	20 0 0	..	60 0 0	40 0 0	..	22 0
133	Wem	30 0 0	13 0 0	..	50 0 0	..	93 0 0	60 0 0	..	20 0
134	Chester Street, Wrexham .	20 0 0	..	35 0 0	10 0 0	..	65 0 0	60 0 0	..	..
135	Newcastle-under-Lyne . .	75 12 0	..	..	46 1 7	7 12 0	129 5 7	60 0 0	..	40 0
136	Stafford	20 0 0	..	..	65 0 0	..	85 0 0	65 0 0	..	Included master's wife.
137	Derby	210 0 0	..	..	85 0 0	23 0 0	318 0 0	91 15 6	..	41 0
138	Nottingham‖	105 9 0 Perhaps	..	..	105 0 0 Perhaps	11 10 6	221 19 6	105 0 0	..	65 0
139	Sutton in Ashfield	10 0 0	..	..	50 0 0	..	60 0 0	60 0 0		(A house for t
140	Rotherham	(‡)	..	..	90 0 0	..	90 0 0	60 0 0	..	40 0
141	Louth	104 12 0	..	..	79 0 4	0 4 6½	183 16 10½	85 0 0	..	50 0
142	Lincoln	43 0 0	13 0 0	..	100 0 0	..	156 0 0	80 0 0	..	40 0
143	Grantham	43 0 0	12 0 0	..	33 0 0	..	87 0 0	60 0 0	..	..
144	Spalding	52 4 6	..	..	65 5 0	5 2 0	122 11 6	70 0 0	..	20 0
145	Long Sutton Charity School (Girl's School only).	25 8 6	..	..	11 5 4	2 13 0	39 6 10	..	..	37 5
146	Wisbeach	29 0 0	..	..	65 0 0	4 0 0	98 0 0	90 0 0 with house.	..	..
149	Witham	72 19 7	..	..	22 14 0	..	95 13 7	..	60 0 0	..
130	Coggeshall (Infant School only in operation).	23 0 0	..	..	17 0 0	..	40 0 0	..	..	..
151	Hadleigh	Current accounts cannot be produced, owing to the very recent decease of the acting Secretary.								
153	Woodbridge	68 0 0	..	..	About 66 0 0	..	134 0 0	About 60 0 0 with house.	..	About 30 0
154	Chelmsford (Girls' and Infants' Schools only).	64 0 0	..	..	About 45 0 0	..	109 0 0	..	..	45 0
155	Beccles	35 0 0	..	20 0 0	32 0 0	..	87 0 0	60 0 0	..	40 0
157	Bungay	30 0 0	..	..	37 10 11½	..	67 10 11½	54 0 0	..	32 0
161	Costessey	12 18 4	..	..	..	5 0 0 Given to the sewing mistress by Mrs. Culley.	17 18 4	..	12 18 4	..
162	East Dereham District School	79 10 6	..	..	45 9 7	2 9 4	127 9 5	60 0 0 with house.	..	Master's wife, 34 0
163	Lynn	62 0 0	..	..	123 12 5	..	185 12 5	85 0 0	..	40 0
165	Bishop Stortford	30 0 0	..	..	30 0 0	..	160 0 0	60 0 0 with house.	..	30 0
166	Dunmow	54 0 0	6 6 0	..	40 0 0	3 0 0	103 0 0	60 0 0	..	30 0
169	Clavering	16 0 0	..	..	10 8 0	..	26 8 0	15 12 0 with house.	..	..
170	Royston	35 0 0	..	..	36 0 0	..	71 0 0	60 0 0	..	..
171	Basingbourne	38 5 6	..	7 6 4	16 16 4	..	62 8 2	60 0 0	..	..
172	Cambridge (Barnwell) . .	50 18 6	..	..	111 11 11	..	162 10 5	80 0 0	..	45 0
Total	80	2,794 5 5	443 2 5½	156 9 0	5,234 15 0½	443 2 7½	10,073 14 6½	4,073 2 3	227 18 4	1,686 13
	Average	49 18 6	5 16 7	2 1 8	63 17 7	5 16 7	132 10 11	74 3 6	45 11 8	40 2 1

* Salary included in that of the master, her husband.
The Bangor School is omitted from the totals and averages of this Table, as of the preceding; and for the like reasons. The other cases accounts not produced, Secretary absent.

hat Sources; Expenditure, on what Objects—*continued.*

ANNUAL EXPENDITURE.

emuneration of Teachers and Monitors.						Miscellaneous Expenditure in the past Year.						
tress Girls the me om ith oys.	Master of Infant School.	Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus	Books and Stationary	Fuel.	Other Expenses.	Total of Miscellaneous Expenditure.	Total.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
4 0	185 0 0	199 0 0	128 15 6	60 6 6	75 19 8	414 2 1½	73 2 3	291 9 6	168 15 5½	356 3 3	1,684 13 3½	6,505 2 0½
*)	..	..	..	..	..	..	..	..	..	..	..	40 0 0
chools undergoing reorganization; expenditure—say, equal to income.												192 2 6
0 0	..	..	..	..	..		Not stated in detail;		about	. .	5 0 0	25 0 0
..	..	..	..	..	1 10 0	..	2 10 0	..	2 0 0	6 0 0	10 10 0	132 0 0
..	..	..	..	..	2 10 0	8 6 11	7 11 4	5 2 6	2 5 2	6 0 0	29 5 11	131 15 11
..	..	..	..	..	..	..	..	..	0 18 6	..	0 18 6	50 18 6
..	..	..	..	..	..	..	..	..	..	..	..	40 0 0
..	..	..	..	..	..	111 8 6	..	..	..	..	111 8 6	151 8 6
..	..	..	..	..	..	5 9 0	..	9 10 0	3 0 0	1 2 6	17 12 6	79 12 6
..	..	..	..	..	..	3 0 0	..	..	3 0 0	1 0 0	7 0 0	37 0 0
..	..	..	..	..	..	..	..	1 0 0	..	..	1 0 0	61 0 0
..	..	..	..	..	..	2 16 3	..	11 3 4	..	10 5 0	24 4 7	124 4 7
..	..	..	..	..	..	30 0 0	..	10 0 0	..	12 0 0	52 0 0	117 0 0
..	70 0 0	..	..	..	36 0 0	3 10 0	3 1 11	38 4 2	2 0 6	23 9 8	70 6 3	309 1 9
..	..	..	..	..	1 19 6	22 1 7	..	14 2 0	3 9 0	9 1 2½	48 13 9½	220 12 9½
acher, but not occupied by him.)												
..	..	..	..	..	..	..	..	..	1 0 0	3 0 0	4 0 0	64 0 0
..	..	..	..	..	2 10 0	Accounts not produced; Secretary absent.					..	102 10 0
..	..	..	..	..	4 15 8½	3 14 8½	..	21 19 7	6 17 9	2 16 1½	37 3 2	177 3 10½
..	..	..	..	10 0 0	..	6 10 0	12 0 0	..	3 10 0	..	22 0 0	152 0 0
0 0	..	..	..	..	..	1 0 0	..	4 0 0	1 3 0	..	6 5 0	73 5 0
..	..	..	..	..	..	1 12 0	..	2 7 6	1 18 0	5 3 6	18 8 0	108 8 0
..	..	..	..	..	2 18 4	0 12 10	..	0 3 0	..	2 17 0	3 12 10	43 16 6
..	..	..	..	..	3 13 8	..	..	7 12 10	1 9 0	..	9 1 10	102 15 6
0 0	..	..	..	..	2 0 0	4 3 10	..	3 11 8	2 16 0	3 3 7	13 15 1	85 15 1
..	..	40 0 0	..	2 10 0	..	5 0 9	1 7 0	0 10 0	2 2 0	2 0 0	10 19 9	53 9 0
..	..	..	..	Infant School, 1 5 0 besides the like from the mistress.	..	17 0 6	1 10 0	..	..	..	18 10 0	108 10 0
..	..	45 0 0	..	..	1 1 6	7 4 6	..	2 12 0	1 0 0	2 4 11	13 1 5	105 7 11
..	..	..	..	..	..	5 0 0	2 6 0	7 0 0½	1 0 0	..	15 6 0	115 6 0
..	..	..	..	..	..	Recently repaired and refitted by means of a special subscription,			2 0 0	..	2 0 0	88 0 0
0 0	..	..	..	..	..	..	..	..	Found by master.	..	..	17 18 4
.. 7	..	40 0 0	..	Girls' School, 10 0 0	0 12 0	1 9 5	..	2 2 8	Sent by W. Warner, Esq.	3 14 2	7 6 3	141 18 3
..	..	..	..	..	4 10 0	9 0 0	..	16 0 0	7 10 0	22 15 0	55 5 0	184 15 0
..	..	..	..	..	..	..	..	20 0 0	4 0 0	Perhaps 5 0 0	29 0 0	139 0 0
..	..	..	..	..	..	..	..	6 5 9	2 16 11	3 9 11	14 12 7	104 12 7
..	..	..	..	..	..	1 12 0	..	..	3 18 0	..	5 10 0	21 2 0
..	..	..	..	..	..	..	2 0 0	5 0 0	5 0 0	..	12 0 0	72 0 0
..	..	..	..	..	..	..	..	..	..	..	2 8 2	62 8 2
..	..	40 0 0	..	Infant School, 10 0 0	..	2 10 4	..	6 13 9	..	1 11 5	10 15 6	185 15 6
7 4 0	255 0 0	364 0 0	128 15 6	94 1 6	139 19 10½	358 14 6	105 8 6	492 10 3	230 11 2½	684 17 3	2,412 9 8	10,430 7 3½
6 4 0	85 0 0	40 8 10	16 1 11	10 9 0	1 16 10	7 6 2	1 7 9	6 9 7	3 0 8	9 0 2	31 14 10	137 4 10

omission, in regard to which is had in striking the averages, appear on the first of the Tables.

TABLE II.—SUMMARY of the INFANT SCHOOLS attached to the British Schools enumerated in the preceding and former Tables.

No. in the Order of Inspection.	Name of Schools.	Date of the School's first Establishment	Approximate Area of School Rooms.	No. on the Books during the last Six Months.	Average Attendance during the last Six Months.	Actually present at the time of Inspection.	Ages at which the Children generally come to and leave School.		Weekly Payments for each Child.	Salary or other Remuneration of Monitors.			
							Come.	Leave.		Master.	Mistress.	Assistant Mistress.	Monitors.
			Sq. Yds.							£. s. d.	£. s. d.	£. s. d.	£. s. d.
13	Morpeth Borough Schools .	1837	116	100	95	87	3 to 6	About 6	2d.*	..	27 0 0 besides apartments.	..	2 12 6
17	Tynemouth or North Shields	1830	200	200	180	180	3 to 5	6 to 7	2d.†	..	35 0 0	..	..
26	Middlesborough-upon-Tees	1837	98	115	105	100	2 to 5	6 to 9	2d.	..	40 10 1	..	..
38	Cleckheaton, near Leeds .	1835	180	..	100	85	2 to 3	7	3d.	30 0 0 besides house	..	..	..
50	Bankmeadow, Manchester .	1840	160	204	130	130	2 to 5	6 to 10	2d.‡	52 0 0	Master aided by his wife.		..
59	Lower Mosley Street, Manchester.	1820	156	..	160	160	3	6	2d.	80 0 0	Master aided by his wife.		..
69	New Broad Street School, Whitecross Place, Wilson Street, Finsbury.	1843	39	100	80	80	All ages under 7	6 to 7	2d.	..	34 0 0	..	..
72	Radnor Street, City Road .	1837	101	145	90	80	About 3	About 7	2d.	..	25 0 0	10 8 0	..
73	South Islington and Pentonville Schools.	1841	143	125	113	102	About 3	6	3d.	..	50 0 0	7 16 0	..
79	Mortlake, Churchfield . .	1844	62	not yet opened.		..	..	..	..	..	..	..	..
81	Abbey Street, Bethnal Green	1839	202	185	180	170	About 3	6 to 7	2d.	..	50 0 0	Included in the foregoing.	Included in the foregoing.
88	Hart Street, Covent Garden	1826	150	200	163	About 150	All ages under 7	7	2d.	120 0 0	Master aided by his wife.		..
89	Horton Street, Kensington.	1835	83	87	60	60	All ages under 7	6	2d.	..	40 0 0	2 10 0	..
96	North London, Calthorpe Terrace, Gray's Inn Lane.	1820	86	177	122	134	2 to 3	7	2d.	65 0 0 besides house and coals.	Master aided by his wife.		..
100	Wycliffe Chapel Schools, Philpot Street, Commercial Road, Stepney.	1834	150	150	120	About 120	2 to 3	7 to 8	..	..	..	..	..
137	Derby	1844	242	250	200	About 200	2 to 4	6 to 7	1d.	70 0 0 with house.	Master aided by his wife.		..
150	Coggeshall	1839	96	99	80	85	2 to 4	6 to 7	1½d.	..	40 0 0	2 10 0	..
151	Hadleigh	1836	33	80	50	About 50	2 to 4	6 to 7	1d.	Information not obtained.			
154	Chelmsford	1841	64	120	100	About 100	2 to 4	6 to 7	1d.	..	43 15 0 with house.	2 10 0	..
162	East Dereham District School.	1841	40	109	80	75	2 to 4	6 to 7	2d.	..	40 0 0	..	0 12 0
172	Cambridge, Barnwell . .	1840	98	230	160	About 150	2 to 4	6 to 7	2d.§	..	40 0 0	10 0 0	..
Total.	21	..	2499	2676	2368	2298	..	..	..	417 0 0	465 5 1	32 19 0	3 4 6
Average	. . . .	..	119	149	118	115	..	..	..	69 10 0	38 15 5	6 11 9	0 3 7

* Freemen's children free. † Several from a family 1d. each. ‡ 3d. each for sewing, but all more than two out of the same family pay a first fee of only 1d.
§ All more than one from the same family pay only 1d.

TABLE III. (A.)—INFANT SCHOOLS; their Date, Grants, Cost, and Accommodation.

No. in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	Date of the School's first Establishment.	Date of the Erection of the present School-House.	Date when Money issued in aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums Granted	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Playgrounds, Approaches, and Offices, after deducting Site of School, Buildings, and Master's House, if any.	Approximate Area of Boys' and Girls' School-Rooms.
						£.	£. s. d.	Sq. Yds.	Sq. Yds.	Sq. Yds.
71	Latimer School, Bridge Street, Mile End.	1838	1838	17 June, 1840	C. C.	120	480 0 0	200	29	155
80	New Street, Deptford .	1830	1839	30 Jan. 1841.	C. C.	110	552 18 2	224	23	150
82	Hertford Place, Haggerston Road.	1836	1838	10 Feb. 1838.	T.	50	268 19 6	204	118	68
84	Bromley, Middlesex . .	1838	1837	11 May, 1839	T.	125	682 7 5	374	169	172
93	Park Lane, Kensington Gore.	1835	1836	2 June, 1838	T.	30	383 9 11	347	297	37
97	Ann's Place, Hackney Road	1826	1840	2 Oct. 1841 .	C. C.	200	731 9 3	416	226	163
105	Finchley	1842	1841	9 Jan. 1843 .	C. C.	60	284 12 0	418	325	74
147	Wisbeach	1839	1840	24 Oct. 1840.	C. C.	150	500 0 0	475	320	124
158	Beach, Caister, near Great Yarmouth.	1833	1834	20 Oct. 1834 .	T.	29	62 10 0	101	..	80
159	Union Place, Heigham, Norwich.	1834	1840	13 June, 1840	T.	100	376 16 2 Building accounts not submitted: about	638	477	133
160	St. Miles (Michael's) Norwich.	1833	1840	26 Aug. 1840	C. C.	60	100 0 0	150	..	154
164	Thetford	1836	1836	28 Dec. 1836	T.	75	300 0 0	483	363	98
Total .	12	..	..	..	..	1109	4723 2 5	4230	2347	1408
Average	. .	..	..	..	..	92	393 11 10	352	195	117

TABLE III. (B.)—INFANT SCHOOLS; Children on the Books, generally Attending, and actually Present; Ages; and Weekly Payments.

No. in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	On the Books during the last Six Months.	Average Attendance during the last Six Months.	Actually Present at the time of Inspection.	Ages at which Children come to the School.	Ages at which Children leave the School.	Weekly Payments for each Child, and ground upon which the Fees are graduated, where not uniform.
71	Latimer School, Bridge Street, Mile End.	216	100	110	About 3 others 5 & 6	10	2*d.*, and 1*d.* for each more than one from the same family.
80	New Street, Deptford	300	150	180	2 to 3	6 to 7	2*d.*, and 1*d.* for each more than one from the same family.
82	Hertford Place, Haggerston Road.	About 80	65	65	2 to 3	6	1*d.*
84	Bromley, Middlesex	175	135	About 120	2 to 3	6 to 7	2*d.*, but four from a family 6*d.*; and any number from one family 6*d.*
93	Park Lane, Kensington Gore . .	45	30	About 30	2 to 3	7 to 8	1*d.*, and 2*d.* for three from the same family.
97	Ann's Place, Hackney Road . .	170	110	110	2 to 3	6 to 7	2*d.*, and 1½*d.* each if more than one or two from the same family.
105	Finchley	65	About 50	About 50	2 to 3	6 to 7	2*d.*, and 1*d.* for every additional child from the same family.
147	Wisbeach	120	80	About 80	2 to 3	5 to 6	1*d.*
158	Beach, Caister, near Great Yarmouth.	48	45	40	3	6 to 8	1*d.*
159	Union Place, Heigham, Norwich .	150	125	123	3 to 5	7 to 9	2*d.*, but half repaid by tickets taken up in articles provided under the head of "Materials for Work."
160	St. Miles (Michael's)	130	130	109	2 to 10	9 to 10	1½*d.*, but 2*d.* for girls who learn to sew, and 2*d.* for boys who learn to write in copy-books.
164	Thetford	75	60	48	2 to 3	5 to 6	2*d.* for the first, and 1*d.* for every other child from the same family.
Total .	12	1574	1080	1065	..	..	. . .
Average	. .	131	90	89	..	..	. . .

TABLE III. (C.)—INFANT SCHOOLS; Income, from what Sources; Expenditure, on what Objects.

ANNUAL INCOME.

Number in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Total.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
71	Latimer School, Bridge Street, Mile End.	24 14 0	. .	. .	37 0 0 About	. .	61 14 0
80	New Street, Deptford	15 0 0	. .	. .	50 0 0	5 4 0	70 4 0
82	Hertford Place, Haggerston Road . . .	40 0 0	. .	5 0 0	16 0 0	. .	61 0 0
84	Bromley, Middlesex	40 0 0	. .	10 0 0	50 0 0	. .	100 0 0
93	Park Lane, Kensington Gore	82 10 0	. .	. .	9 10 9 About	. .	42 0 9
97	Ann's Place, Hackney Road.	22 0 0	. .	. .	22 10 0	. .	44 10 0
105	Finchley	50 0 0	. .	. .	13 0 0	. .	63 0 0
147	Wisbeach.	54 8 0	. .	. .	10 1 8 About	. .	64 4 8
[156	Beach, Caister, near Great Yarmouth . .	12 0 0	. .	. .	9 0 0	Sale of work and interest of money.	21 0 0
159	Union Place, Heigham, Norwich . . .	32 18 0	. .	. .	40 7 4	1 12 3	74 12 7
160	St. Miles (Michael's)	20 0 0	. .	. .	40 0 0 About	. .	60 0 0
164	Thetford	18 0 0	. .	. .	15 0 0	. .	33 0 0
Total .	12	361 0 0	. .	15 0 0	312 9 4	6 16 3	695 5 7
Average .	. .	30 1 8	. .	1 5 0	26 0 9	0 11 4	57 18 9

ANNUAL EXPENDITURE.

Number in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	Salary or other remuneration of Teachers and Monitors.				Miscellaneous Expenditure in the past Year.						Total.
		Master of Infant School, aided by his Wife.	Mistress of Infant School.	Assistant Mistress.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel.	Other Expenses.	Total of Miscellaneous Expenditure.	
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
71	Latimer School, Bridge Street, Mile End.	. .	50 5 3	Assistant's included in mistress's salary.	. .	. .	. .	6 10 0	3 0 0	1 18 9	11 8 9	61 14 0
80	New Street, Deptford	65 0 0	. .	. .	. .	2 10 0	. .	. .	. .	2 0 0	4 10 0	69 10 0
82	Hertford Place, Haggerston Road . . .	. .	40 0 0	. .	. .	4 11 5	1 3 10	. .	. .	19 1 9½	24 17 0½	64 17 0½
84	Bromley, Middlesex	60 0 0	. .	. .	. .	5 0 0	1 0 0	. .	12 0 0	17 1 4	35 1 4	95 1 4
93	Park Lane, Kensington Gore	With house.	25 0 0 With house.	. .	. .	2 4 0 About	. .	0 15 0	5 17 0	8 17 4	17 13 4	42 13 4
97	Ann's Place, Hackney Road.	. .	30 0 0	6 10 0	. .	10 0 0	. .	3 10 0	2 2 4	5 12 0	21 4 4	57 14 4
105	Finchley	. .	40 0 0	5 0 0	. .	6 2 6	. .	3 17 0	3 7 10	. .	13 7 4	58 7 4
147	Wisbeach.	. .	48 0 0	10 0 0	. .	. .	8 5 6	. .	0 11 8	4 9 4	13 6 6	71 6 6
156	Beach, Caister, near Great Yarmouth . .	. .	6 10 0	A considerable sum just spent in enlarging the building, chiefly for Divine service.							. .	6 10 0
159	Union Place, Heigham, Norwich . . .	57 8 0	. .	. .	. .	0 8 6	. .	0 13 7	3 7 5	24 2 9¾	28 12 3¾	86 0 3¾
160	St. Miles (Michael's)	. .	40 0 0	Assistant's included in mistress's salary.	. .	. .	. .	. .	2 10 0	17 0 0	19 10 0	59 10 0
164	Thetford	. .	15 0 0	. .	. .	. .	. .	. .	2 0 0	. .	2 0 0	17 0 0
Total .	12	182 8 0	294 15 3	21 10 0	. .	30 16 5	10 9 4	15 5 7	34 16 3	100 3 4½	191 10 11½	690 4 2½
Average .	. .	60 16 0	32 15 0	7 3 4	. .	2 11 4	0 17 5	1 5 5	2 18 0	8 6 11	15 19 3	57 10 4

TABLE IV. (A.)—VILLAGE SCHOOLS; their Date, Grants, Cost, and Accommodation.

No. in the Order of Inspection.	*Village Schools.*	Date of the School's first Establishment.	Date of the Erection of the present School-House.	Date when Money issued in aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Gardens, Playgrounds, Approaches, and Offices, after deducting Site of School Buildings and of Master's House, if there be one.	Approximate Area of Boy's and Girl's School-Rooms.
						£.	£. s. d.	Sq. Yds.	Sq. Yds.	Sq. Yds.
120	Totton, near Southampton	1828	1834	13 Dec. 1834	T.	50	150 0 0	153	26	105
126	Talybont, near Aberystwith	1842	1842	27 Nov. 1841	C. C.	73	200 0 11	460	369	72
128	Heneghwys, near Llangefni.	1838	1839	20 Dec. 1840	C. C.	18	45 8 6	39	..	27
131	Glyndyfidwy, near Llangollen.	1843	843	23 Nov. 1843	C. C	35	105 9 11½	166	55	45
152	Wickham Market, near Woodbridge.	1835	1835	17 Jan. 1835	T.	55	No building account preserved; perhaps 150 0 0	40	..	35
156	Wrentham, near Beccles.	1834	1836	5 Jan. 1838	T.	65	213 4 6	142	15	105
167	Little Hadham, near Bishop Stortford.	About 1800	About 1800	3 Dec. 1836	T.	40	110 0 0	63	..	47
168	Stanstead, near Bishop Stortford.	1829	1834	19 Sept. 1835	T.	30	100 0 0	106	56	36
Total .	8	..	..	..	..	366	1074 3 10½	1169	521	472
Average	. . .	..	..	..	..	46	134 5 6	146	65	59

TABLE IV. (B.)—VILLAGE SCHOOLS: Children on the Books, generally Attending and actually Present; Ages; and Weekly Payments.

No. in the Order of Inspection.	Village Schools.	On the Books during the last Six Months, in the same Rooms.			Average Attendance during the last Six Months, in the same Rooms.			Actually present at the time of Inspection, in the same Rooms.			Ages at which the Children generally come to School.		Ages at which the Children generally leave School.		Weekly Payments for each Child, and grounds upon which the Fees are graduated, where not uniform.
		Boys.	Girls.	Total	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	
130	Totton, near Southampton.	40	30	70	34	19	53	30	20	50	6 to 7	6 to 7	1 to 12 Some come at later ages for part of the year.	11 to 12	2d.
126	Talybont, near Aberystwith.	87	43	130	55	30	85	..	..	70	About 6	About 6	About 14, and those learning classics longer.		4s., 5s., and 6s. per quarter; but from 50 to 60 have been admitted paying 1d. per week.
128	Heneglwys, near Llangefni.	..	..	50	15	5	20	15	5	20	About 6	About 6	12 to 14	12 to 14	English reading 3s. per quarter; ditto and writing, 4s.; ditto, ditto, and arithmetic, 6s.; master proposed to take children at 2d. per week, to be taught as those at 3s. per quarter, but the offer was declined by the poor of the neighbourhood on account of inability to pay.
131	Glyndyfrdwy, near Llangollen.	30	10	40	23	9	32	..	..	28	About 6	About 6	12 to 13	12 to 13	About 30 of the poorest children pay only 1d. per week, going through all the classes: in other cases, when a child first enters the school he pays also 6d. entrance-money, and learns only the alphabet and first daily lessons: others pay 2s. 6d., and 3s 6d. for spelling, reading, slate-writing, and figures; some 4s. 6d. for the above, with writing and arithmetic.
152	Wickham Market, near Woodbridge.	Not in operation, though about to be re-opened.													
156	Wrentham, near Beccles.	..	Chiefly	50	..	Chiefly	40	School for the present shut up, on account of small-pox.							2d. for one, 3d. for two, and 1d. for every additional child from the same family.
167	Little Hadham, near Bishop Stortford.	35	65	100	20	40	60	..	..	62	Infantile ages; greater number under 6.		Earlier than Girls.	About 10	1d.
168	Stanstead, near Bishop Stortford.	20	33	53	16	30	46	17	28	45	5 to 6	5 to 6	10 to 11	10 to 11	2d., and 1½d. for all more than one from a family.
Total.	8	212	181	493	163	133	336	62	53	275	..	..	..	..	
Average	. . .	42	36	70	27	22	43	20	17	46	..	..	..	..	

TABLE IV. (C.)—VILLAGE SCHOOLS: Income, from what Sources; Expenditure, on what Objects.

No. in the Order of Inspection.	Village Schools.	ANNUAL INCOME.				ANNUAL EXPENDITURE.									
						Salary or other Remuneration of Teachers and Monitors.				Miscellaneous Expenditure in the past Year.					
		Subscriptions and Donations.	From Endowments.	From School Fees.	Total.	Master of Day School for both Boys and Girls.	Mistress of Day School for both Boys and Girls.	Mistress of Girls in the same Room with Boys.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel.	Total. Miscellaneous Expenditure.	Total.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
120	Totton, near Southampton.	8 0 0	8 0 0	27 0 0	43 0 0	40 0 0	Included in Master's salary.	..	..	2 0 0	0 15 0	2 10 0	0 15 0	6 0 0	46 0 0
126	Talybont, near Aberystwith.	..	..	40 0 0	40 0 0	40 0 0	..	..	..	..	..	..	..	..	40 0 0
128	Heneghwys, nr. Llangefni.	..	..	15 0 0	15 0 0	15 0 0	..	..	..	..	..	..	..	..	15 0 0
131	Glyndrŵdwy, nr, Llangollen.	9 10 0	1 0 0 Rent of cottage 2 0 0	12 0 0	24 10 0	30 0 0	..	..	..	..	..	1 2 0	1 5 0	2 7 0	32 7 0
152	Wickham Market, nr. Woodbridge.	School closed for the present; but subscriptions are being made to re-open it.													
156	Wrentham, nr. Beccles.	15 0 0	..	10 0 0	25 0 0	..	20 0 0	..	..	..	..	..	..	..	20 0 0
167	Little Hadham, near Bishop Stortford.	5 10 0	5 10 0	12 10 0	23 10 0	..	13 0 0	..	Only a few extra Tickets.	..	Very trifling.		..	..	13 0 0
168	Stanstead, near Bishop Stortford.	12 0 0	.. Girls' work 2 5 0	12 0 0	26 5 0	..	35 0 0	..	0 5 0	3 16 0 Sewing materials	..	2 2 3 0 15 9½	0 10 3 Cleaning, &c. 0 8 9	7 13 0½	42 18 0½
Total . 8		50 0 0	14 10 0	132 15 0	197 5 0	125 0 0	68 0 0	..	0 5 0	5 16 0	0 15 0	6 10 0½	2 19 0	16 0 0½	209 5 0½
Average . . .		7 2 10	2 1 5	18 19 3	28 3 7	31 5 0	22 13 4	..	0 0 8½	0 16 7	0 2 2	0 18 7	0 8 5	2 5 8	27 0 8

TABLE V. (A.)—SUNDAY SCHOOLS, which it has proved impossible to keep open as Day Schools; their Date, Grants, Cost, and Accommodation.

No. in the Order of Inspection.	*Sunday Schools*, which it has proved impossible to keep open as Day Schools.	Date of the School's first Establishment.	Date of the Erection of the present Schoolhouse.	Date when Money Issued in Aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Gardens, Playgrounds, Approaches, and Offices, after deducting Site of School Buildings and of Master's House, if there be one.	Approximate Area of Boys' and Girls' School-rooms.
						£.	£.	Sq. Yds.	Sq. Yds.	Sq. Yds.
148	Peterborough Schools . .	1834	1836	5 Aug. 1837	T.	150	255	185	46	120

TABLE VI. (A.)—EXTINCT SCHOOL.

No. in the Order of Inspection.	*Extinct School.*	Date of the School's first Establishment.	Date of the Erection of the present Schoolhouse.	Date when Money Issued in Aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Gardens, Playgrounds, Approaches, and Offices, after deducting Site of School Buildings and of Master's House, if there be one.	Approximate Area of Boys' and Girls' School-rooms.
						£.				
74	Church Street, Islington .	..	..	9 Jan. 1841	T.	200	The premises are now occupied by a National School, in aid of which a grant was subsequently made by the Committee of Council, and which is, therefore, under inspection.			

TABLE VII. (A.)—SUMMARY of the TOTALS and AVERAGES of the GRANTS, COST, and ACCOMMODATION of each Class of SCHOOLS, aided through the British and Foreign Society, and visited during the past Year.

Class of Schools.	No. of Schools.	Aided by the Committee of Council.	Aided by the Treasury.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Appropriate extent for Playgrounds, Approaches, and Offices, after deducting Site of School Buildings, and Master's House, if any.	Approximate Area of School-rooms.				
								For Boys.	For Girls.	For Both.	For Infants.	For all.
TOTALS.		No.	No.	£. s. d.	£. s. d.	Square Yards.	Square Yards.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.
I. *British Schools*, with the Infant Schools in some instances attached to them . . .	80	34	52	18,564 10 0 [80*]	70,591 6 11½ [79]	51,104 [79]	30,921 [79]	10,720 [71]	7,865 [60]	546 [5]	1,599 [15]	20,720 [79]
III. *Infant Schools*, wholly unconnected with British Schools	12	6	6	1,109 0 0 [12]	4,723 2 5 [12]	4,230 [12]	2,347 [12]	..	..	..	1,408 [12]	1,408 [12]
IV. *Village Schools*	8	3	5	366 0 0 [8]	1,074 3 10½ [8]	1,169 [8]	521 [8]	..	..	472 [8]	..	472 [8]
V. *Sunday School*	1	..	1	150 0 0 [1]	255 0 0 [1]	185 [1]	46 [1]	..	..	120 [1]	..	120 [1]
VI. *Extinct School*	1	..	1	200 0 0 [1†]	..	..	..	..	..	..	..	..
Grand Total	102	43	65	20,389 10 0	76,643 13 2½	56,688	33,835	10,720	7,865	1,138	2,997	22,720
AVERAGES.												
I. *British Schools*, with the Infant Schools in some instances attached to them . . .	80	34	52	232 1 1	893 11 3	647	391	151	131	109	106	262
III. *Infant Schools*, wholly unconnected with British Schools	12	6	6	92 0 0	393 11 10	352	195	..	..	..	117	117
IV. *Village Schools*	8	3	5	46 0 0	134 5 6	146	65	..	..	59	..	59
V. *Sunday School*	1	..	1	150 0 0	255 0 0	185	46	..	..	120	..	120
VI. *Extinct School*	1	..	1	200 0 0	..	..	..	..	..	..	..	..
General Average . . .	102	43	65	199 17 11	766 8 9	567	338	151	131	81	111	227‡

* Thus far the Newport (I. W.) School is included, but it is omitted from the further statements, because undergoing enlargements, and not inspected, though visited.

† This is the Church-street, Islington School, now converted into a National School, after reverting to the ground-landlord: this makes two grants, to meet which the corresponding expenditure does not appear in this table.

‡ For the reasons explained in the above notes, a number of the averages in this line are obtained by dividing the above grand totals by 100 instead of 102.

TABLE VII. (B.)—SUMMARY of the TOTALS and AVERAGES of CHILDREN on the BOOKS, generally attending, and actually present, at the Inspection of each Class of SCHOOLS, aided through the British and Foreign School Society, and visited during the past Year.

Classes of Schools.	No. of Schools.	On the Books during the last Six Months.						Average Attendance during the last Six Months.						Actually Present at the Time of Inspection.						On the Books in all Rooms.	Average Attendance in all Rooms.	Actually Present in all Rooms.
		Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.					
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
TOTALS.																						
I. *British Schools*	80	[64] 10,269	[52] 5511	[71] 16,510	[5] 228	[5] 149	[6] 437	[65] 7938	[53] 3905	[70] 12,294	[5] 154	[5] 108	[6] 312	[65] 7859	[53] 3856	[70] 11,715	[5] 175	[5] 100	[5] 275	[77] 16,947	[77] 12,606	[75] 11,990
Infant Schools attached to them		..	..	..	..	..	[14] 2057	..	..	..	..	..	[14] 1578	..	..	..	..	..	[14] 1,556	[14] 2,057	[14] 1,578	[14] 1,556
III. *Infant Schools*, unconnected with British Schools	12	..	..	..	..	..	[12] 1574	..	..	..	..	..	[12] 1080	..	..	..	..	..	[12] 1,065	[12] 1,574	[12] 1,080	[12] 1,065
IV. *Village Schools*	8	..	..	..	[5] 212	[5] 181	[7] 493	..	..	..	[6] 163	[6] 133	[7] 336	..	..	..	[3] 62	[3] 53	[6] 275	[7] 493	[7] 336	[6] 275
Grand Total	100	10,269	5511	16,510	440	330	4561	7938	3905	12,294	317	241	3306	7859	3856	11,715	237	153	3,171	21,071	15,600	14,886
AVERAGES.																						
I. *British Schools*	80	160	106	232	46	30	73	129	73	173	31	22	52	121	73	167	35	20	55	220	164	158
Infant Schools attached to them		..	..	..	..	..	147	..	..	..	..	..	113	..	..	..	..	..	111	147	113	111
III. *Infant Schools*, unconnected with British Schools	12	..	..	..	..	..	131	..	..	..	..	..	90	..	..	..	..	..	89	131	90	89
IV. *Village Schools*	8	..	..	..	42	36	70	..	..	..	27	22	48	..	..	..	20	17	46	70	48	46
General Averages	100	160	106	232	44	33	182 *	122	73	73	29	22	132 *	121	73	167	30	19	138 *	219 *	162 *	160 *

* Per School.

TABLE VII. (C.)—SUMMARY of the TOTALS and AVERAGES of the ANNUAL INCOME of each Class of SCHOOLS, aided through the British and Foreign School Society, (exclusive of the few now closed as Day Schools), and visited during the past Year.

ANNUAL INCOME.

Classes of Schools.	No. of Schools.	Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Total, including Cases in which the several sources of Income are not specified.
TOTALS.		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
I. *British Schools*, with Infant Schools in some instances attached to them	80	[76] 3794 5 5	[76] 443 2 5½	[76] 156 9 0	[76] 5234 15 0½	[76] 443 2 7½	[76] 10,073 14 6½
III. *Infant Schools*, unconnected with British Schools	12	[12] 361 0 0	..	[12] 15 0 0	[12] 312 9 4	[12] 6 16 3	[12] 695 5 7
IV. *Village Schools*	8	[7] 50 0 0	..	[7] 14 10 0	[7] 132 15 0	..	[7] 197 5 0
Grand Total	100	4205 5 5	443 2 5½	187 19 0	5679 19 4½	449 18 10½	10,966 5 1½
AVERAGES.							
I. *British Schools*, with Infant Schools in some instances attached to them	80	49 18 6	5 16 7	2 1 8	68 17 7	5 16 7	128 10 11
III. *Infant Schools*, unconnected with British Schools	12	30 1 8	..	1 5 0	26 0 9	0 11 4	57 18 9
IV. *Village Schools*	8	7 2 10	..	2 1 5	18 19 8	..	28 3 7
General Averages	100	44 5 4	5 16 7	1 19 7	59 15 9	5 2 3	115 8 8

ANNUAL EXPENDITURE.

Classes of Schools.	Salary or other Remuneration of Teachers and Monitors.									Miscellaneous Expenditure.						Total, including the Cases in which the several Objects of Expenditure are not specified.
	Master of Boys' School.	Master of Day-School for both Boys and Girls.	Mistress of Girls' School.	Mistress of Girls in the same Room with Boys	Master of Infant School usually with his Wife or other Female Assistant.	Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel and Lights.	Other Expenses.	Total of Miscellaneous Expenditure.	
TOTALS.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
I. *British Schools*, with the Infant Schools in some instances attached to them	[63] 4673 2 3	[5] 227 18 4	[47] 1866 18 8	[6] 97 4 0	[3] 238 0 0	[9] 864 0 0	[8] 126 15 6	[9] 94 1 6	[76] 139 19 10½	[76] 555 14 6	[76] 105 6 6	[76] 492 10 3	[76] 230 11 2½	[76] 684 17 3	[76] 2412 9 8	[76] 10,486 7 2½
III. *Infant Schools*, unconnected with British Schools	..	..	..	..	[2] 188 8 9	[9] 294 15 3	..	[3] 31 10 0	..	[12] 30 16 5	[12] 10 9 4	[12] 15 5 7	[12] 24 18 3	[12] 100 3 4½	[12] 191 10 11½	[12] 690 4 2½
IV. *Village Schools*	..	[4] 125 0 0	[3] With boys 68 0 0	..	..	..	..	..	[7] 0 5 0	[7] 5 16 0	[7] 0 15 0	[7] 8 10 6½	[7] 2 19 0	..	[7] 16 0 6½	[7] 209 5 0½
Grand Total	4673 2 3	352 18 4	1954 18 8	97 4 0	427 8 9	656 15 3	126 15 6	115 11 6	140 4 10½	592 6 11	116 12 10	514 5 10½	268 6 6½	785 0 7½	2620 0 8	11,389 16 6½
AVERAGES.																
I. *British Schools*, with the Infant Schools in some instances attached to them	74 3 6	45 11 8	40 2 10	16 4 0	95 0 0	46 5 10	16 1 11	10 9 0	1 16 10	7 8 3	1 7 9	6 9 7	3 0 3	9 0 2	31 14 10	137 4 10
III. *Infant Schools*, unconnected with British Schools	..	..	..	..	60 16 0	32 15 0	..	7 3 4	..	2 11 4	0 17 5	1 5 5	2 18 0	8 6 11	15 19 3	57 10 4
IV. *Village Schools*	..	31 5 0	22 13 4	..	..	..	..	..	0 0 8½	0 16 7	0 2 2	0 18 7	0 8 5	..	2 5 8	27 0 8
General Averages	74 3 6	39 4 3	39 1 10	16 4 0	72 18 0	36 12 0	16 1 11	9 12 7	1 13 9	6 4 8	1 4 7	5 8 3	2 16 6	8 19 6	27 11 7	119 5 2

TABLE VIII. (A.)

Classes of Schools.	No. of School	Aided by the Council.	Aided by the	Sums Granted.	School Premises, Buildings, and First Fittings.	Whole School Premises, exclusive of Ground laid into Streets.	and Offices, after deducting Site of School Buildings, and Master's House, if any.	Appropriated Area of School-rooms.				
								For Boys.	For Girls.	For both.	For Infants.	For all.
TOTALS.		No.	No.	£. s. d.	£. s. d.	Square Yards.	Square Yards.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.
I. *British Schools*, with the Infant Schools in some instances attached to them .	111	43	77	[111] 25,149 10 0	[110] 94,864 0 11¼	[110] 79,190	[110] 43,007	[90] 13,979	[80] 10,739	[15] 2428	[20] 2343	[110] 29,489
II. *Town Schools*, other than British Schools, with such Infant Schools as are attached to them	3	1	2	[3] 845 0 0	[3] 4,041 18 10	[3] 1,250	[3] 690	[2] 344	[2] 344	[1] 122	[1] 156	[3] 966
III. *Infant Schools*, wholly unconnected with British Schools.	20	11	9	[20] 2,016 0 0	[20] 8,098 2 8	[20] 7,878	[20] 4,787	..	..	..	[20] 2372	[20] 2,372
IV. *Village Schools*	21	7	14	[21] 898 0 0	[21] 2,573 17 11	[21] 4,599	[21] 2,886	..	..	[21] 1330	..	[21] 1,330
V. *Sunday Schools*	8	..	8	[8] 315 0 0	[7] 1,678 11 0¼	[8] 1,779	[8] 796	..	..	[8] 955	..	[8] 955
VI. *Extinct Schools*	2	..	2	[2] 425 0 0	..	..	..	..	..	..	..	..
Grand Total	165	62	112	30,148 10 0	111,256 11 4¼	86,696	52,086	14,323	11,083	4835	4871	35,119
AVERAGES.												
I. *British Schools*, with the Infant Schools in some instances attached to them .	111	43	77	226 11 5	862 8 0	647	391	155	134	162	117	268
II. *Town Schools*, other than British Schools, with such Infant Schools as are attached to them	3	1	2	282 0 0	1,347 6 3	417	230	172	172	122	156	322
III. *Infant Schools*, wholly unconnected with British Schools.	20	11	9	101 0 0	404 18 1	394	239	..	..	..	119	119
IV. *Village Schools*	21	7	14	43 0 0	122 11 4	219	134	..	..	63	..	63
V. *Sunday Schools*	8	..	8	102 0 0	209 15 10	222	99	..	..	119	..	119
VI. *Extinct Schools*	2	..	2	212 10 0	..	..	..	..	..	..	..	..
General Averages . . .	165	62	112	183 0 0	691 0 8	535	321	155	135	107	119	217

TABLE VII. (C.)—SUMMARY of the TOTALS and AVERAGES of the ANNUAL INCOME of each Class of SCHOOLS, aided through the British and Foreign School Society, (exclusive of the few now closed as Day Schools), and visited during the past Year.

ANNUAL INCOME.

Classes of Schools.	No. of Schools.	Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Total, including Cases in which the several sources of Income are not specified.
TOTALS.		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
I. *British Schools*, with Infant Schools in some instances attached to them	80	2704 5 5 [76]	443 2 5½ [76]	195 7 0 [76]	3324 15 0½ [76]	443 2 7½ [76]	10,097 14 0½ [76]
II. *Infant Schools*, unconnected with British Schools	12	261 6 0 [12]	..	15 6 0 [12]	218 6 4 [12]	0 16 8 [12]	295 5 7 [12]
IV. *Village Schools*	8	50 0 0 [7]	..	14 10 0 [7]	138 15 0 [7]	..	189 5 0 [7]
Grand Total	100	4925 3 5	443 2 5½	187 19 0	3679 19 4½	443 18 10½	10,986 3 1½
AVERAGES.							
British Schools, with Infant Schools in some instances attached to them	80	40 19 6	5 16 7	2 1 8	66 17 7	5 16 7	139 10 11
Infant Schools, unconnected with British Schools	12	20 1 8	..	1 5 0	22 0 0	0 11 4	29 18 0
Village Schools	8	7 2 10	..	2 1 5	19 19 8	..	29 5 7
General Averages	100	44 5 4	5 16 7	1 19 7	36 15 9	5 2 8	118 8 8

ANNUAL EXPENDITURE.

Schools.	Salary or other Remuneration of Teachers and Monitors.									Miscellaneous Expenditure.					Total, including the Cases in which the several Objects of Expenditure are not specified.
	Master of Boys' School.	Master of Day-School for both Boys and Girls.	Mistress of Girls' School.	Mistress of Girls in the same Room with Boys	Master of Infant School usually with his Wife or other Female Assistant.	Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus	Books and Stationery.	Fuel and Lights.	Other Expenses.	Total of Miscellaneous Expenditure.	
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
with the in some ed to	[63] 4673 2 3	[5] 227 13 4	[47] 1956 13 8	[6] 97 4 0	[3] 258 0 0	[9] 364 0 0	[6] 126 15 6	[9] 94 1 6	[76] 139 19 10½	[76] 555 14 6	[76] 105 6 6	[76] 499 10 2	[76] 220 11 8½	[76] 294 17 8	[76] 2416 9 9	[76] 10,486 7 9½
connect- British Schools	..	..	[5] 188 8 0	..	[2] 294 15 3	[2] 81 10 0	..	[3] ..	..	[12] 90 16 3	[12] 10 9 4	[12] 15 5 7	[12] 84 16 8	[12] 169 8 4½	[12] 191 10 11½	[12] 602 4 9½
Schools	..	[4] 125 0 0	With boys 65 0 0	..	..	..	..	..	[7] 0 5 0	[7] 5 15 0	[7] 0 15 0	[7] 6 10 0½	[7] 2 15 0	..	[7] 16 0 0½	[7] 209 5 0½
Grand Total	4673 2 3	352 13 4	1954 13 8	97 4 0	497 8 0	639 15 3	126 15 6	115 11 6	140 4 10½	592 6 11	116 12 10	514 5 10½	309 6 9½	753 0 7½	3280 0 3	11,289 16 9½
AVERAGES.																
British Schools, with the Infant Schools in some instances attached to them	74 3 6	45 11 8	40 2 10	16 4 0	85 0 0	46 2 10	16 1 11	10 9 0	1 16 10	7 5 3	1 7 9	6 9 7	3 0 9	9 0 2	31 14 10	137 4 10
III. *Infant Schools*, unconnected with British Schools	..	..	..	..	60 16 0	32 15 0	..	7 3 4	..	2 11 4	0 17 5	1 5 5	2 16 0	3 6 11	15 19 3	57 10 4
IV. *Village Schools*	..	31 5 0	22 13 4	..	..	..	..	..	0 0 9½	0 16 7	0 3 3	0 16 7	0 3 3	..	2 5 3	27 0 3
General Averages	74 3 6	39 4 3	39 1 10	16 4 0	72 18 0	36 12 0	16 1 11	9 12 7	1 13 9	6 4 8	1 4 7	5 8 3	3 16 6	3 19 6	27 11 7	113 3 3

TABLE VIII. (B.)—SUMMARY of the TOTALS and AVERAGES of the CHILDREN on the Books, generally attending, and actually Present at the Inspection of each Class of SCHOOLS, aided through the BRITISH and FOREIGN SCHOOL SOCIETY, visited during the past Year, and the preceding Half-Year.

Classes of Schools.	No. of Schools.	On the Books during the last Six Months.						Average Attendance during the last Six Months.						Actually Present at the Time of Inspection.						On the Books in all Rooms.	Average Attendance in all Rooms.	Actually Present in all Rooms.
		Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.					
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
TOTALS.		[83]	[71]	[91]	[11]	[11]	[15]	[84]	[73]	[92]	[11]	[11]	[16]	[82]	[70]	[88]	[13]	[13]	[15]	[106]	[108]	[103]
I. *British Schools*		13,384	7650	21,764	843	426	1925	10,424	5646	16,526	675	308	1628	9792	5147	14,939	764	387	1331	23,699	18,154	16,270
Infant Schools attached to them	111	..	..	..	..	..	[18] 2676	..	..	..	..	..	[19] 2188	..	..	..	..	..	[19] 2138	[18] 2,676	[19] 2,188	[19] 2,138
II. *Town Schools*, not British		[1]	[1]	[1]	[2]	[2]	[2]	[1]	[1]	[1]	[2]	[2]	[2]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[3]	[3]
Infant Schools attached to them	3	..	..	..	85	80	165	178	123	301	77	72	149 160	165	96	261	63	48	111 160	165 ..	450 160	372 160
III. *Infant Schools*, unconnected with British Schools . .	20	..	..	..	..	..	[18] 2392	..	..	..	..	..	[19] 1790	..	..	..	..	..	[18] 1709	[18] 2,392	[19] 1,790	[18] 1,709
IV. *Village Schools*	21	..	..	..	[18] 747	[18] 520	[20] 1367	..	..	..	[19] 634	[19] 398	[20] 1072	..	..	..	[13] 374	[13] 220	[16] 754	[20] 1,367	[20] 1,072	[16] 754
Grand Total . . .	155	13,384	7650	21,764	1675	1026	8525	10,602	5769	16,827	1386	778	6987	9957	5243	15,200	1201	655	6203	30,289	23,814	21,403
AVERAGES.																						
I. *British Schools*		161	108	239	77	39	128	124	77	179	61	28	102	119	73	170	59	30	89	..	..	..
Infant Schools attached to them	111	..	..	..	..	..	149	..	..	..	..	..	115	..	..	..	..	..	112	149	115	112
II. *Town Schools*, not British																						
Infant Schools attached to them	3	..	..	..	85	80	165	89	61	150	77	72	149 160	82	48	130	63	48	111 160	165 ..	150 160	124 160
III. *Infant Schools*, unconnected with British Schools . .	20	..	..	..	..	..	133	..	..	..	..	..	94	..	..	..	..	..	95	133	94	93
IV. *Village Schools*	21	..	..	..	41	29	68	..	..	..	33	21	54	..	..	..	29	17	47	68	54	47
General Averages . . .	155	161	108	239	56	34	158 *	123	77	179	45	25	125 *	118	73	169	44	24	124 *	209 *	159 *	153 *

* Per School.

TABLE VIII. (C.)—SUMMARY of the TOTALS and AVERAGES of the ANNUAL INCOME of each Class of SCHOOLS, aided through the British and Foreign School Society (exclusive of the few now closed as Day Schools) visited during the past Year, and the preceding Half-Year.

Classes of Schools.	No. of Schools.	Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Total, including Cases in which the several sources of Income are not specified.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
TOTALS.							
I. *British Schools*, with the Infant Schools in some instances attached to them	111	[106] 4764 7 2	[106] 461 13 6½	[106] 233 0 4	[106] 7287 7 6	[106] 491 12 9½	[107] 13,538 16 4½
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them	3	[3] 224 7 10	..	..	[3] 250 6 1	[3] 15 0 0	[3] 539 15 11
III. *Infant Schools*, unconnected with British Schools	20	[19] 527 8 6	..	[19] 27 10 0	[19] 495 8 7	[19] 8 1 8	[19] 1,059 8 4
IV. *Village Schools*	21	[20] 110 6 6	..	[20] 15 7 0	[20] 575 11 8	..	[20] 705 8 2
Grand Total	155	5726 10 0	461 13 6½	289 17 4	8708 8 10	504 14 0½	15,891 18 9½
AVERAGES.							
I. *British Schools*, with the Infant Schools in some instances attached to them	111	44 18 11	4 7 1	2 13 5	69 13 9	4 10 10	126 10 7
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them	3	108 2 7	..	..	125 3 0	5 0 0	196 11 4
III. *Infant Schools*, unconnected with British Schools	20	27 15 2	..	1 8 11	26 1 3	0 8 6	55 13 10
IV. *Village Schools*	21	5 10 4	..	0 19 4	28 15 7	..	35 5 3
General Averages	155	36 13 10	4 7 1	2 5 6	59 4 9	3 18 10	106 13 2

TABLE VIII. (C.) *continued.*—SUMMARY of the TOTALS and AVERAGES of the ANNUAL EXPENDITURE of each Class of SCHOOLS, aided through the British and Foreign School Society (exclusive of the few now closed as Day Schools) visited during the past Year, and the preceding Half-Year.

Classes of Schools.	Salary or other Remuneration of Teachers and Monitors.									Miscellaneous Expenditure.					Total, including the Cases in which the several objects of Expenditure are not specified.
	Master of Boys' School.	Master of Day-School for both Boys and Girls.	Mistress of Girls' School.	Mistress of Girls in the same Room with Boys.	Master of Infant School, usually aided by his Wife or other Female Assistant.	Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus	Books and Stationery.	Fuel and Lights.	Other Expenses.	Total of Miscellaneous Expenditure.	
TOTALS.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
I. *British Schools*, with the Infant Schools in some instances attached to them	[38] 3992 12 3	[16] 976 0 6	[36] 2688 17 5	[9] 127 14 0	[5] 335 0 0	[11] 421 10 1	[9] 138 15 6	[11] 104 1 6	[107] 200 13 10½	[99] 642 2 9	[101] 139 15 5	[108] 668 19 11	[98] 257 13 4½	[104] 780 11 1	[108] 2888 8 10½	[107] 13,950 16 4
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them	[1] 110 0 0	[1] 66 0 0	[2] 100 0 0	..	[1] 30 0 0	..	[1] 4 10 0	[1] 20 0 0	[3] 12 15 10	[3] 40 4 1½	[3] 1 0 0	[3] 30 12 7	[3] 12 7 9	[3] 131 9 7	[3] 216 10 9½	[3] 399 13 10½
III. *Infant Schools*, unconnected with British Schools.	..	..	..	..	[5] 337 8 0	[14] 456 5 3	..	[6] 46 10 0	[19] 3 0 0	[19] 47 0 0	[19] 28 8 6	[19] 16 0 1	[19] 56 14 5	[19] 119 16 4½	[19] 269 19 4½	[19] 1,109 2 7½
IV. *Village Schools*	..	[16] 856 15 0	[4] With boys 98 0 0	[1] 5 0 0	..	..	..	..	[20] 2 17 0	[20] 12 17 3	[20] 2 15 0	[20] 3 10 0½	[20] 4 3 6	..	[20] 23 5 9½	[20] 729 15 9½
Grand Total	4102 12 3	1098 13 4	2807 17 5	132 14 0	758 3 0	899 15 4	138 5 6	170 11 6	219 4 8½	742 4 1½	166 13 11	734 3 7½	330 19 0½	1041 17 0½	3396 4 1	16,399 3 7½
AVERAGES.																
I. *British Schools*, with the Infant Schools in some instances attached to them.	73 1 7	61 0 0	39 10 10	14 3 9	67 0 0	20 4 7	14 17 3	9 9 3	1 17 6	6 9 11	1 7 0	6 11 1	2 13 3	7 12 0	28 0 10	130 7 3
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them	110 0 0	66 0 0	50 0 0	..	30 0 0	..	4 10 0	20 0 0	4 4 7	13 3 0	0 4 3	10 6 2	4 2 7	43 16 7	72 3 4	200 4 7
III. *Infant Schools*, unconnected with British Schools.	..	..	..	..	67 9 7	32 16 1	..	7 15 0	0 3 3	2 9 6	1 4 3	0 16 10	2 19 9	6 6 2	13 16 10	56 7 6
IV. *Village Schools*	..	36 13 4	24 10 0	5 0 0	..	..	..	..	0 2 10	0 12 10	0 2 9	0 3 6	0 4 2	..	1 3 3	26 0 9
General Averages	73 10 6	49 13 1	39 0 0	13 5 5	68 3 0	35 12 7	13 16 6	9 9 6	1 9 5	5 5 3	1 3 4	5 0 7	2 7 11	8 5 4	22 3 5	110 0 0

Report, by Edward Carleton Tufnell, Esq., and Seymour Tremenheere, Esq., on Schools of Industry at Norwood, Liverpool, and Manchester.

SIR, 105, Pall Mall, March 6th, 1846.

HAVING been directed by their Lordships, with the approval of Secretary Sir James Graham, and by the Poor Law Commissioners, to undertake, in conjunction with Mr. Tufnell, Assistant Poor Law Commissioner, the inspection of the pauper schools at Norwood, Liverpool, and Manchester, and to inquire as to the state of those establishments, both as regards the care and instruction of the children and the efficiency of the general management, I have the honour of forwarding to you, for their Lordships' information, a copy of our joint Report.

I have also to request you to explain to their Lordships, that the long delay in forwarding these Reports has arisen from delays in the completion of the establishments at Liverpool and Manchester, especially the latter, the arrangements of which are still imperfect.

I beg to add, that Mr. Tufnell and myself have felt ourselves unable adequately to discharge our duties in relation to the establishments last mentioned, without frequent communications by letter with various officers of those establishments, during the intervals of our visits, and that the aid of occasional inspection is required to enable those officers to overcome the difficulties incidental to the setting on foot of institutions of this new and important character.

I have the honour to be,
Sir,
Your obedient Servant,
SEYMOUR TREMENHEERE.

J. P. Kay Shuttleworth, Esq.
&c. &c. &c.

MY LORDS, London, December 1845.

HAVING received your directions to inspect the Pauper Schools at Norwood, Liverpool, and Manchester, and to inquire as to the state of those establishments, both as regards the care and instruction of the children and the efficiency of the general management, we have the honour of forwarding our joint Report.

TABLE IV. (C.)—VILLAGE SCHOOLS: Income, from what Sources; Expenditure, on what Objects.

No. in the Order of Inspection.	*Village Schools.*	ANNUAL INCOME.				ANNUAL EXPENDITURE.								
		Subscriptions and Donations.	From Endowments.	From School Fees.	Total.	Salary or other Remuneration of Teachers and Monitors.				Miscellaneous Expenditure in the past Year.				Total.
						Master of Day School for both Boys and Girls.	Mistress of Day School for both Boys and Girls.	Mistress of Girls in the same Room with Boys.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel.	Total. Miscellaneous Expenditure.	
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
120	Totton, near Southampton.	8 0 0	8 0 0	27 0 0	43 0 0	40 0 0	Included in Master's salary.	..	..	2 0 0	0 15 0	2 10 0	0 15 0	6 0 0	46 0 0
126	Talybont, near Aberystwith.	..	..	40 0 0	40 0 0	40 0 0	..	..	..	..	..	..	..	..	40 0 0
128	Heneghwys, nr. Llangefni.	..	..	15 0 0	15 0 0	15 0 0	..	..	..	..	..	..	..	..	15 0 0
131	Glyndrŵdwy, nr, Llangollen.	9 10 0	1 0 0 Rent of cottage 2 0 0	12 0 0	24 10 0	30 0 0	..	..	..	..	..	1 2 0	1 5 0	2 7 0	32 7 0
152	Wickham Market, nr. Woodbridge.	School closed for the present; but subscriptions are being made to re-open it.													
156	Wrentham, nr. Beccles.	15 0 0	..	10 0 0	25 0 0	..	20 0 0	..	..	..	..	..	..	..	20 0 0
167	Little Hadham, near Bishop Stortford.	5 10 0	5 10 0	12 10 0	23 10 0	..	13 0 0	..	Only a few extra Tickets.	..	Very trifling.		..	..	13 0 0
168	Stanstead, near Bishop Stortford.	12 0 0	.. Girls' work 2 5 0	12 0 0	26 5 0	..	35 0 0	..	0 5 0	3 16 0 Sewing materials	..	2 2 3 0 15 9½	0 10 3 Cleaning, &c. 0 8 9	7 13 0½	42 18 0½
Total.	8	50 0 0	14 10 0	139 15 0	197 5 0	125 0 0	68 0 0	..	0 5 0	5 16 0	0 15 0	6 10 0½	2 19 0	16 0 0½	209 5 0½
Average	. . .	7 2 10	2 1 5	18 19 3	28 3 7	31 5 0	22 13 4	..	0 0 8½	0 16 7	0 2 2	0 18 7	0 8 5	2 5 8	27 0 8

TABLE V. (A.)—SUNDAY SCHOOLS, which it has proved impossible to keep open as Day Schools; their Date, Grants, Cost, and Accommodation.

No. in the Order of Inspection.	*Sunday Schools*, which it has proved impossible to keep open as Day Schools.	Date of the School's first Establishment.	Date of the Erection of the present Schoolhouse.	Date when Money Issued in Aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Gardens, Playgrounds, Approaches, and Offices, after deducting Site of School Buildings and of Master's House, if there be one.	Approximate Area of Boys' and Girls' School-rooms.
						£.	£.	Sq. Yds.	Sq. Yds.	Sq. Yds.
148	Peterborough Schools . .	1834	1836	5 Aug. 1837	T.	150	255	185	46	120

TABLE VI. (A.)—EXTINCT SCHOOL.

No. in the Order of Inspection.	*Extinct School.*	Date of the School's first Establishment.	Date of the Erection of the present Schoolhouse.	Date when Money Issued in Aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Gardens, Playgrounds, Approaches, and Offices, after deducting Site of School Buildings and of Master's House, if there be one.	Approximate Area of Boys' and Girls' School-rooms.
						£.				
74	Church Street, Islington .	..	..	9 Jan. 1841	T.	200	The premises are now occupied by a National School, in aid of which a grant was subsequently made by the Committee of Council, and which is, therefore, under inspection.			

TABLE I. (C.)—BRITISH SCHOOLS; Income, from

No. in the Order of Inspection.	*British Schools*: with the Infant Schools in some instances attached to them.	ANNUAL INCOME. Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Total.	Salary or other: Master of Boys' School.	Master of Day School for both Boys and Girls.	Mistress of Girls' School.
	Brought forward . .	£. s. d. 2,113 16 0	£. s. d. 856 2 5¼	£. s. d. 66 2 8	£. s. d. 3,303 9 6	£. s. d. 352 17 3	£. s. d. 6,192 7 10½	£. s. d. 2,346 14 9	£. s. d. 85 0 0	£. s. d. 1,053 8
118	Fareham	10 0 0	..	..	30 0 0	..	40 0 0	..	40 0 0	..
119	Southampton	64 11 0	..	..	106 17 6	20 14 0	192 2 6	..	..	41 0
121	Havant	16 0 0	..	..	5 0 0	..	21 0 0	..	..	..
122	Ryde (Isle of Wight) . .	30 0 0	20 0 0	..	80 0 0	5 0 0	135 0 0	75 0 0	..	45 0
124	Newport	Schools not inspected, because dispensed for the holidays and undergoing enlargement.								
125	Guernsey, St. Peter's Port .	40 0 0	13 0 0	..	91 12 7	..	144 12 7	70 0 0	..	30 0
127	Portmadoc and Tremadoc British School, North Wales.	..	..	..	50 0 0	..	50 0 0	..	50 0 0	..
129	Holyhead	..	..	School-fees partly paid out of an endowment of 30 0 0	Besides fees out of the endowment, 10 0 0	..	40 0 0	40 0 0 Board and lodging: say	..	..
130	Bangor†	..	..	25 0 0	30 0 0	..	55 0 0	35 0 0	..	5 0
132	Oswestry	30 0 0	10 0 0	..	20 0 0	..	60 0 0	40 0 0	..	22 0
133	Wem	30 0 0	13 0 0	..	50 0 0	..	93 0 0	60 0 0	..	20 0
134	Chester Street, Wrexham .	20 0 0	..	35 0 0	10 0 0	..	65 0 0	60 0 0	..	..
135	Newcastle-under-Lyne . .	75 12 0	..	..	46 1 7	7 12 0	129 5 7	60 0 0	..	40 0
136	Stafford	20 0 0	..	..	65 0 0	..	85 0 0	65 0 0	..	Included i master's, h wife.
137	Derby	210 0 0	..	..	85 0 0	23 0 0	318 0 0	91 15 6	..	41 0
138	Nottingham*	105 9 0	..	..	105 0 0	11 10 6	221 19 6	105 0 0	..	65 0
139	Sutton in Ashfield	10 0 0 Perhaps	..	..	50 0 0	..	60 0 0	60 0 0	..	(A house for th
140	Rotherham	(‡)	..	..	90 0 0	..	90 0 0	60 0 0	..	40 0
141	Louth	104 12 0	..	..	79 0 4	0 4 6½	183 16 10½	85 0 0	..	50 0
142	Lincoln	43 0 0	13 0 0	..	100 0 0	..	156 0 0	80 0 0	..	40 0
143	Grantham	42 0 0	13 0 0	..	33 0 0	..	87 0 0	60 0 0	..	..
144	Spalding	52 4 6	..	..	65 5 0	5 2 0	122 11 6	70 0 0	..	20 0
145	Long Sutton Charity School (Girl's School only).	25 8 6	..	..	11 5 4	2 13 0	39 6 10	..	..	37 5
146	Wisbeach	29 0 0	..	..	65 0 0	4 0 0	98 0 0	90 0 0 with house.	..	..
149	Witham	72 19 7	..	..	22 14 0	..	95 13 7	..	60 0 0	..
150	Coggeshall (Infant School only in operation).	23 0 0	..	..	17 0 0	..	40 0 0	..	..	..
151	Hadleigh	Current accounts cannot be produced, owing to the very recent decease of the acting Secretary.								
153	Woodbridge.	68 0 0	..	..	About 66 0 0	..	134 0 0	About 60 0 0 with house.	..	About 30 0
154	Chelmsford (Girls' and Infants' Schools only).	64 0 0	..	..	About 45 0 0	..	109 0 0	..	..	45 0
155	Beccles	35 0 0	..	20 0 0	32 0 0	..	87 0 0	60 0 0	..	40 0
157	Bungay	30 0 0	..	..	37 10 11½	..	67 10 11½	54 0 0	..	32 0
161	Costessey	12 18 4	..	..	..	5 0 0 Given to the sewing mistress by Mrs. Culley.	17 18 4	..	12 18 4	..
162	East Dereham District School	79 10 6	..	..	45 9 7	2 9 4	127 9 5	60 0 0 with house.	..	Master's wife, 24 0
163	Lynn	62 0 0	..	..	123 12 5	..	185 12 5	85 0 0	..	40 0
165	Bishop Stortford	30 0 0	..	..	30 0 0	..	160 0 0	60 0 0 with house.	..	50 0
166	Dunmow	54 0 0	6 0 0	..	40 0 0	3 0 0	103 0 0	60 0 0	..	30 0
169	Clavering	16 0 0	..	..	10 8 0	..	26 8 0	15 12 0 with house.	..	..
170	Royston	35 0 0	..	..	36 0 0	..	71 0 0	60 0 0	..	..
171	Basingbourne	38 5 6	..	7 6 4	16 16 4	..	62 8 2	60 0 0	..	..
172	Cambridge (Barnwell) . .	50 18 6	..	..	111 11 11	..	162 10 5	80 0 0	..	45 0
Total	80	3,794 5 5	443 2 5½	156 9 0	5,234 15 0¼	443 2 7½	10,073 14 6¾	4,673 2 3	227 18 4	1,886 13
	Average	49 18 6	5 16 7	2 1 8	63 17 7	5 16 7	132 10 11	74 3 6	45 11 8	40 2 10

* Salary included in that of the master, her husband.
† The Bangor School is omitted from the totals and averages of this Table, as of the preceding, and for the like reasons. The other cases
‡ Accounts not produced, Secretary absent.

what Sources; Expenditure, on what Objects—*continued.*

ANNUAL EXPENDITURE.

Distress / Girls in the same Room with Boys.	Remuneration of Teachers and Monitors. Master of Infant School.	Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presents to Monitors collectively.	Miscellaneous Expenditure in the past Year. Repairs.	Furniture and Apparatus	Books and Stationary	Fuel.	Other Expenses.	Total of Miscellaneous Expenditure.	Total.
£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
4 0	185 0 0	199 0 0	128 15 6	60 6 6	75 19 8	414 2 1½	73 2 3	291 9 6	163 15 5½	556 3 3	1,684 13 3½	6,505 2 0½
(*)	..	..	..	..	..	..	..	..	..	..	..	40 0 0
Schools undergoing reorganization; expenditure—say, equal to income.												192 2 6
0 0 0	..	..	..	..	..	Not stated in detail;			about	..	5 0 0	25 0 0
..	..	..	..	..	1 10 0	..	2 10 0	..	2 0 0	6 0 0	10 10 0	132 0 0
..	..	..	..	..	2 10 0	8 6 11	7 11 4	5 2 6	2 5 2	6 0 0	29 5 11	131 15 11
..	..	..	..	..	..	..	..	..	0 18 6	..	0 18 6	50 18 6
..	..	..	..	..	..	..	..	..	..	..	..	40 0 0
..	..	..	..	..	..	111 8 6	..	..	..	..	111 8 6	151 8 6
..	..	..	..	..	..	5 0 0	..	3 10 0	3 0 0	1 2 6	17 12 6	79 12 6
..	..	..	..	..	..	3 0 0	..	..	3 0 0	1 0 0	7 0 0	87 0 0
..	..	..	..	..	..	..	..	1 0 0	..	..	1 0 0	61 0 0
..	..	..	..	..	..	2 16 3	..	11 3 4	..	10 5 0	24 4 7	124 4 7
..	..	..	..	..	..	30 0 0	..	10 0 0	..	12 0 0	52 0 0	117 0 0
..	70 0 0	..	..	..	36 0 0	3 16 0	3 1 11	38 4 2	2 0 6	23 9 8	70 6 3	309 1 9
..	..	..	..	..	1 19 6	22 1 7	..	14 2 0	3 9 0	9 1 2½	48 13 9½	220 12 9½
teacher, but not occupied by him.)					..	..	..	..	1 0 0	3 0 0	4 0 0	64 0 0
..	..	..	..	..	2 10 0	Accounts not produced; Secretary absent.					..	102 10 0
..	..	..	..	..	4 15 8½	3 14 8½	..	21 19 7	8 17 9	2 16 1½	37 8 2	177 3 10½
..	..	..	..	10 0 0	..	6 10 0	12 0 0	..	3 10 0	..	22 0 0	152 0 0
0 0	..	..	..	..	..	1 0 0	..	4 0 0	1 5 0	..	6 5 0	78 5 0
..	..	..	..	..	..	1 16 0	..	2 7 6	1 18 0	5 3 6	18 6 0	109 8 0
..	..	..	..	..	2 18 4	0 12 10	..	0 3 6	..	2 17 0	3 12 10	43 16 6
..	..	..	..	..	3 13 8	..	..	7 12 10	1 9 0	..	9 1 10	102 15 6
0 0	..	..	..	..	2 0 0	4 3 10	..	3 11 8	2 16 0	3 3 7	13 15 1	85 15 1
..	..	40 0 0	..	2 10 0	..	5 0 0	1 7 0	0 10 0	2 2 0	2 0 0	10 19 0	53 9 0
..	..	..	..	..	..	17 0 6	1 10 0	..	..	..	18 10 0	108 10 0
..	..	45 0 0	..	Infant School, 1 5 0 besides the like from the mistress.	1 1 6	7 4 6	..	2 12 0	1 0 0	2 4 11	13 1 5	105 7 11
..	..	..	..	..	..	5 0 0	2 6 0	7 0 0½	1 0 0	..	15 6 0	115 6 0
..	..	..	..	..	..	Recently repaired and refitted by means of a special subscription,			2 0 0	..	2 0 0	88 0 0
5 0 0	..	..	..	..	..	..	..	..	Found by master.	..	..	17 18 4
..	..	40 0 0	..	Girls' School, 10 0 0	0 12 0	1 9 5	..	2 2 8	Sent by W. Warner, Esq.	3 14 2	7 6 3	141 18 3
..	..	..	..	..	4 10 0	9 0 0	..	16 0 0	7 10 0	22 15 0	55 5 0	184 15 0
..	..	..	..	..	..	..	..	20 0 0	4 0 0	Perhaps 5 0 0	29 0 0	139 0 0
..	..	..	..	..	..	..	..	6 5 9	2 16 11	5 9 11	14 12 7	104 12 7
..	..	..	..	..	..	1 12 0	..	..	3 18 0	..	5 10 0	21 2 0
..	..	..	..	..	..	..	2 0 0	5 0 0	5 0 0	..	12 0 0	72 0 0
..	..	..	..	..	..	..	..	..	..	..	2 8 2	62 8 2
..	..	40 0 0	..	Infant School, 10 0 0	..	2 10 4	..	6 13 9	..	1 11 5	10 15 6	185 15 6
97 4 0	255 0 0	364 0 0	128 15 6	94 1 6	139 19 10½	355 14 6	105 8 6	492 10 8	230 11 3½	684 17 3	2,412 9 8	10,430 7 3½
16 4 0	85 0 0	40 8 10	16 1 11	10 9 0	1 16 10	7 6 3	1 7 9	6 9 7	3 0 8	9 0 2	31 14 10	137 4 10

omission, a regard to which is had in striking the averages, appear on the face of the Tables.

TABLE II.—SUMMARY of the INFANT SCHOOLS attached to the British Schools enumerated in the preceding and former Tables.

No. in the Order of Inspection.	Name of Schools.	Date of the School's first Establishment	Approximate Area of School Rooms.	No. on the Books during the last Six Months.	Average Attendance during the last Six Months.	Actually present at the time of Inspection.	Ages at which the Children generally come to and leave School.		Weekly Payments for each Child.	Salary or other Remuneration of Monitors.			
							Come.	Leave.		Master.	Mistress.	Assistant Mistress.	Monitors.
			Sq. Yds.							£. s. d.	£. s. d.	£. s. d.	£. s. d.
13	Morpeth Borough Schools .	1837	116	100	95	87	3 to 6	About 6	2d.*	..	27 0 0 besides apartments.	..	2 12 6
17	Tynemouth or North Shields	1830	200	200	180	180	3 to 5	6 to 7	2d.†	..	35 0 0	..	..
26	Middlesborough-upon-Tees	1837	98	115	105	100	2 to 5	6 to 9	2d.	..	40 10 1	..	..
38	Cleckheaton, near Leeds .	1835	180	..	100	85	2 to 3	7	3d.	30 0 0 besides house	..	..	..
50	Bankmeadow, Manchester .	1840	160	204	130	130	2 to 5	6 to 10	2d.‡	52 0 0	Master aided by his wife.		..
59	Lower Mosley Street, Manchester.	1820	156	..	160	160	3	6	2d.	80 0 0	Master aided by his wife.		..
69	New Broad Street School, Whitecross Place, Wilson Street, Finsbury.	1843	39	100	80	80	All ages under 7	6 to 7	2d.	..	34 0 0	..	..
72	Radnor Street, City Road .	1837	101	145	90	80	About 3	About 7	2d.	..	25 0 0	10 8 0	..
73	South Islington and Pentonville Schools.	1841	143	125	113	102	About 3	6	3d.	..	50 0 0	7 16 0	..
79	Mortlake, Churchfield . .	1844	62	not yet opened.		..	..	..	..	..	..	..	..
81	Abbey Street, Bethnal Green	1839	202	185	180	170	About 3	6 to 7	2d.	..	50 0 0	Included in the foregoing.	Included in the foregoing.
88	Hart Street, Covent Garden	1826	150	200	163	About 150	All ages under 7	7	2d.	120 0 0	Master aided by his wife.		..
89	Horton Street, Kensington.	1835	83	87	60	60	All ages under 7	6	2d.	..	40 0 0	2 10 0	..
96	North London, Calthorpe Terrace, Gray's Inn Lane.	1820	86	177	122	134	2 to 3	7	2d.	65 0 0 besides house and coals.	Master aided by his wife.		..
100	Wycliffe Chapel Schools, Philpot Street, Commercial Road, Stepney.	1834	150	150	120	About 120	2 to 3	7 to 8	..	..	..	..	..
137	Derby	1844	242	250	200	About 200	2 to 4	6 to 7	1d.	70 0 0 with house.	Master aided by his wife.		..
150	Coggeshall	1839	96	99	80	85	2 to 4	6 to 7	1½d.	..	40 0 0	2 10 0	..
151	Hadleigh	1836	33	80	50	About 50	2 to 4	6 to 7	1d.	Information not obtained.			
154	Chelmsford	1841	64	120	100	About 100	2 to 4	6 to 7	1d.	..	43 15 0 with house.	2 10 0	..
162	East Dereham District School.	1841	40	109	80	75	2 to 4	6 to 7	2d.	..	40 0 0	..	0 12 0
172	Cambridge, Barnwell . .	1840	98	230	160	About 150	2 to 4	6 to 7	2d.§	..	40 0 0	10 0 0	..
Total.	21	..	2499	2676	2368	2298	..	..	..	417 0 0	465 5 1	32 19 0	3 4 6
Average	. . . .	..	119	149	118	115	..	..	..	69 10 0	38 15 5	6 11 9	0 3 7

* Freemen's children free. † Several from a family 1d. each. ‡ 3d. each for sewing, but all more than two out of the same family pay a first fee of only 1d.
§ All more than one from the same family pay only 1d.

TABLE III. (A.)—INFANT SCHOOLS; their Date, Grants, Cost, and Accommodation.

No. in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	Date of the School's first Establishment.	Date of the Erection of the present School-House.	Date when Money issued in aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums Granted	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Playgrounds, Approaches, and Offices, after deducting Site of School, Buildings, and Master's House, if any.	Approximate Area of Boys' and Girls' School-Rooms.
						£.	£. s. d.	Sq. Yds.	Sq. Yds.	Sq. Yds.
71	Latimer School, Bridge Street, Mile End.	1838	1838	17 June, 1840	C. C.	120	480 0 0	200	29	155
80	New Street, Deptford .	1830	1839	30 Jan. 1841.	C. C.	110	552 18 2	224	23	150
82	Hertford Place, Haggerston Road.	1836	1838	10 Feb. 1838.	T.	50	268 19 6	204	118	68
84	Bromley, Middlesex . .	1838	1837	11 May, 1839	T.	125	682 7 5	374	169	172
93	Park Lane, Kensington Gore.	1835	1836	2 June, 1838	T.	30	383 9 11	347	297	37
97	Ann's Place, Hackney Road	1826	1840	2 Oct. 1841 .	C. C.	200	731 9 3	416	226	163
105	Finchley	1842	1841	9 Jan. 1843 .	C. C.	60	284 12 0	418	325	74
147	Wisbeach	1839	1840	24 Oct. 1840.	C. C.	150	500 0 0	475	320	124
158	Beach, Caister, near Great Yarmouth.	1833	1834	20 Oct. 1834 .	T.	29	62 10 0	101	..	80
159	Union Place, Heigham, Norwich.	1834	1840	13 June, 1840	T.	100	376 16 2 Building accounts not submitted: about	638	477	133
160	St. Miles (Michael's) Norwich.	1833	1840	26 Aug. 1840	C. C.	60	100 0 0	150	..	154
164	Thetford	1836	1836	28 Dec. 1836	T.	75	300 0 0	483	363	98
Total .	12	..	..	..	..	1109	4723 2 5	4230	2347	1408
Average	. .	..	..	..	..	92	393 11 10	352	195	117

TABLE III. (B.)—INFANT SCHOOLS; Children on the Books, generally Attending, and actually Present; Ages; and Weekly Payments.

No. in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	On the Books during the last Six Months.	Average Attendance during the last Six Months.	Actually Present at the time of Inspection.	Ages at which Children come to the School.	Ages at which Children leave the School.	Weekly Payments for each Child, and ground upon which the Fees are graduated, where not uniform.
71	Latimer School, Bridge Street, Mile End.	216	100	110	About 3 others 5 & 6	10	2*d.*, and 1*d.* for each more than one from the same family.
80	New Street, Deptford	300	150	180	2 to 3	6 to 7	2*d.*, and 1*d.* for each more than one from the same family.
82	Hertford Place, Haggerston Road.	About 80	65	65	2 to 3	6	1*d.*
84	Bromley, Middlesex	175	135	About 120	2 to 3	6 to 7	2*d.*, but four from a family 6*d.*; and any number from one family 6*d.*
93	Park Lane, Kensington Gore . .	45	30	About 30	2 to 3	7 to 8	1*d.*, and 2*d.* for three from the same family.
97	Ann's Place, Hackney Road . .	170	110	110	2 to 3	6 to 7	2*d.*, and 1½*d.* each if more than one or two from the same family.
105	Finchley	65	About 50	About 50	2 to 3	6 to 7	2*d.*, and 1*d.* for every additional child from the same family.
147	Wisbeach	120	80	About 80	2 to 3	5 to 6	1*d.*
158	Beach, Caister, near Great Yarmouth.	48	45	40	3	6 to 8	1*d.*
159	Union Place, Heigham, Norwich .	150	125	123	3 to 5	7 to 9	2*d.*, but half repaid by tickets taken up in articles provided under the head of "Materials for Work."
160	St. Miles (Michael's)	130	130	109	2 to 10	9 to 10	1½*d.*, but 2*d.* for girls who learn to sew, and 2*d.* for boys who learn to write in copy-books.
164	Thetford	75	60	48	2 to 3	5 to 6	2*d.* for the first, and 1*d.* for every other child from the same family.
Total .	12	1574	1080	1065	..	..	. . .
Average	. .	131	90	89	..	..	. . .

TABLE III. (C.)—INFANT SCHOOLS; Income, from what Sources; Expenditure, on what Objects.

ANNUAL INCOME.

Number in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Total.
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
71	Latimer School, Bridge Street, Mile End.	24 14 0	. .	. .	37 0 0 About	. .	61 14 0
80	New Street, Deptford	15 0 0	. .	. .	50 0 0	5 4 0	70 4 0
82	Hertford Place, Haggerston Road . . .	40 0 0	. .	5 0 0	16 0 0	. .	61 0 0
84	Bromley, Middlesex	40 0 0	. .	10 0 0	50 0 0	. .	100 0 0
93	Park Lane, Kensington Gore	32 10 0	. .	. .	9 10 9 About	. .	42 0 9
97	Ann's Place, Hackney Road.	22 0 0	. .	. .	22 10 0	. .	44 10 0
105	Finchley	50 0 0	. .	. .	13 0 0	. .	63 0 0
147	Wisbeach.	54 3 0	. .	. .	10 1 3 About	. .	64 4 3
156	Beach, Caister, near Great Yarmouth . .	12 0 0	. .	. .	9 0 0	Sale of work and interest of money.	21 0 0
159	Union Place, Heigham, Norwich . . .	32 18 0	. .	. .	40 7 4	1 12 3	74 12 7
160	St. Miles (Michael's)	20 0 0	. .	. .	40 0 0 About	. .	60 0 0
164	Thetford	18 0 0	. .	. .	15 0 0	. .	33 0 0
Total .	12	361 0 0	. .	15 0 0	342 9 4	6 16 3	695 5 7
Average .	. .	30 1 8	. .	1 5 0	26 0 9	0 11 4	57 18 9

ANNUAL EXPENDITURE.

Number in the Order of Inspection.	*Infant Schools*, wholly unconnected with British Schools.	Salary or other remuneration of Teachers and Monitors.				Miscellaneous Expenditure in the past Year.						Total.
		Master of Infant School, aided by his Wife.	Mistress of Infant School.	Assistant Mistress.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel.	Other Expenses.	Total of Miscellaneous Expenditure.	
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
71	Latimer School, Bridge Street, Mile End.	. .	50 5 3	Assistant's included in mistress's salary.	. .	. .	. .	6 10 0	3 0 0	1 18 9	11 8 9	61 14 0
80	New Street, Deptford	65 0 0	. .	. .	. .	2 10 0	. .	. .	. .	2 0 0	4 10 0	69 10 0
82	Hertford Place, Haggerston Road . . .	. .	40 0 0	. .	. .	4 11 5	1 8 10	. .	. .	19 1 9½	24 17 0½	64 17 0½
84	Bromley, Middlesex	60 0 0 With house.	. .	. .	. .	5 0 0	1 0 0	. .	12 0 0	17 1 4	35 1 4	95 1 4
93	Park Lane, Kensington Gore	. .	25 0 0 With house.	. .	. .	2 4 0 About	. .	0 15 0	5 17 0	8 17 4	17 13 4	42 13 4
97	Ann's Place, Hackney Road.	. .	30 0 0	6 10 0	. .	10 0 0	. .	3 10 0	2 2 4	5 12 0	21 4 4	87 14 4
105	Finchley	. .	40 0 0	5 0 0	. .	6 2 6	. .	3 17 0	3 7 10	. .	13 7 4	58 7 4
147	Wisbeach.	. .	48 0 0	10 0 0	. .	. .	8 5 6	. .	0 11 8	4 9 4	13 6 6	71 6 6
156	Beach, Caister, near Great Yarmouth . .	. .	6 10 0	A considerable sum just spent in enlarging the building, chiefly for Divine service.							. .	6 10 0
159	Union Place, Heigham, Norwich . . .	57 8 0	. .	. .	. .	0 8 6	. .	0 13 7	3 7 5	24 2 9½	28 12 3½	86 0 3½
160	St. Miles (Michael's)	. .	40 0 0	Assistant's included in mistress's salary.	. .	. .	. .	. .	2 10 0	17 0 0	19 10 0	59 10 0
164	Thetford	. .	15 0 0	. .	. .	. .	. .	. .	2 0 0	. .	2 0 0	17 0 0
Total .	12	182 8 0	294 15 3	21 10 0	. .	30 16 5	10 9 4	15 5 7	34 16 3	100 3 4½	191 10 11½	690 4 2½
Average .	. .	60 16 0	32 15 0	7 3 4	. .	2 11 4	0 17 5	1 5 5	2 18 0	8 6 11	15 19 3	57 10 4

TABLE IV. (A.)—VILLAGE SCHOOLS; their Date, Grants, Cost, and Accommodation.

No. in the Order of Inspection.	*Village Schools.*	Date of the School's first Establishment.	Date of the Erection of the present School-House.	Date when Money issued in aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Gardens, Play-grounds, Approaches, and Offices, after deducting Site of School Buildings and of Master's House, if there be one.	Approximate Area of Boy's and Girl's School-Rooms.
						£.	£. s. d.	Sq. Yds.	Sq. Yds.	Sq. Yds.
120	Totton, near Southampton	1828	1834	13 Dec. 1834	T.	50	150 0 0	153	26	105
126	Talybont, near Aberystwith	1842	1842	27 Nov. 1841	C. C.	73	200 0 11	460	369	72
128	Heneghwys, near Llangefni.	1838	1839	20 Dec. 1840	C. C.	18	45 8 6	39	..	27
131	Glyndyfidwy, near Llangollen,	1843	843	23 Nov. 1843	C. C	35	105 9 11½	166	55	45
							No building account preserved; perhaps			
152	Wickham Market, near Woodbridge.	1835	1835	17 Jan. 1835	T.	55	150 0 0	40	..	35
156	Wrentham, near Beccles.	1834	1836	5 Jan. 1838	T.	65	213 4 6	142	15	105
167	Little Hadham, near Bishop Stortford.	About 1800	About 1800	3 Dec. 1836	T.	40	110 0 0	63	..	47
168	Stanstead, near Bishop Stortford.	1829	1834	19 Sept. 1835	T.	30	100 0 0	106	56	36
Total .	8	..	..	..	..	366	1074 3 10½	1169	521	472
Average	. . .	..	..	..	..	46	134 5 6	146	65	59

TABLE IV. (B.)—VILLAGE SCHOOLS: Children on the Books, generally Attending and actually Present; Ages; and Weekly Payments.

No. in the Order of Inspection.	Village Schools.	On the Books during the last Six Months, in the same Rooms.			Average Attendance during the last Six Months, in the same Rooms.			Actually present at the time of Inspection, in the same Rooms.			Ages at which the Children generally come to School.		Ages at which the Children generally leave School.		Weekly Payments for each Child, and grounds upon which the Fees are graduated, where not uniform.
		Boys.	Girls.	Total	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Boys.	Girls.	
120	Totton, near Southampton.	40	30	70	34	19	53	30	20	50	6 to 7	6 to 7	1 to 12	11 to 12 Some come at later ages for part of the year.	2d.
126	Talybont, near Aberystwith.	87	43	130	55	30	85	..	..	70	About 6	About 6	About 14, and those learning classics longer.		4s., 5s., and 6s. per quarter; but from 50 to 60 have been admitted paying 1d. per week.
128	Heneglwys, near Llangefni.	..	..	50	15	5	20	15	5	20	About 6	About 6	12 to 14	12 to 14	English reading 3s. per quarter; ditto and writing, 4s.; ditto, ditto, and arithmetic, 6s.: master proposed to take children at 2d. per week, to be taught as those at 3s. per quarter, but the offer was declined by the poor of the neighbourhood on account of inability to pay.
131	Glyndyfrdwy, near Llangollen.	30	10	40	23	9	32	..	..	28	About 6	About 6	12 to 13	12 to 13	About 30 of the poorest children pay only 1d. per week, going through all the classes: in other cases, when a child first enters the school he pays also 6d. entrance-money, and learns only the alphabet and first daily lessons: others pay 2s. 6d., and 3s 6d. for spelling, reading, slate-writing, and figures; some 4s. 6d. for the above, with writing and arithmetic.
152	Wickham Market, near Woodbridge.	Not in operation, though about to be re-opened.													
156	Wrentham, near Beccles.	..	Chiefly	50	..	Chiefly	40	School for the present shut up, on account of small-pox.							2d. for one, 3d. for two, and 1d. for every additional child from the same family.
167	Little Hadham, near Bishop Stortford.	35	65	100	20	40	60	..	..	62	Infantile ages; greater number under 6.		Earlier than Girls.	About 10	1d.
168	Stanstead, near Bishop Stortford.	20	33	53	16	30	46	17	28	45	5 to 6	5 to 6	10 to 11	10 to 11	2d., and 1½d. for all more than one from a family.
Total.	8	212	181	493	163	133	336	62	53	275	..	..	..	..	
Average	. . .	42	36	70	27	22	43	20	17	46	..	..	..	..	

TABLE IV. (C.)—VILLAGE SCHOOLS: Income, from what Sources; Expenditure, on what Objects.

No. in the Order of Inspection.	Village Schools.	ANNUAL INCOME.				ANNUAL EXPENDITURE.								
		Subscriptions and Donations.	From Endowments.	From School Fees.	Total.	Salary or other Remuneration of Teachers and Monitors.				Miscellaneous Expenditure in the past Year.				Total.
						Master of Day School for both Boys and Girls.	Mistress of Day School for both Boys and Girls.	Mistress of Girls in the same Room with Boys.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel.	Total. Miscellaneous Expenditure.	
		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
120	Totton, near Southampton.	8 0 0	8 0 0	27 0 0	43 0 0	40 0 0	Included in Master's salary.	..	..	2 0 0	0 15 0	2 10 0	0 15 0	6 0 0	46 0 0
126	Talybont, near Aberystwith.	..	..	40 0 0	40 0 0	40 0 0	..	..	..	..	..	..	..	..	40 0 0
128	Heneghwys, nr. Llangefni.	..	..	15 0 0	15 0 0	15 0 0	..	..	..	..	..	..	..	..	15 0 0
131	Glyndrfdwy, nr, Llangollen.	9 10 0	1 0 0 Rent of cottage 2 0 0	12 0 0	24 10 0	30 0 0	..	..	..	..	..	1 2 0	1 5 0	2 7 0	32 7 0
152	Wickham Market, nr. Woodbridge.	School closed for the present; but subscriptions are being made to re-open it.													
156	Wrentham, nr. Beccles.	15 0 0	..	10 0 0	25 0 0	..	20 0 0	..	..	..	..	..	..	..	20 0 0
167	Little Hadham, near Bishop Stortford.	5 10 0	5 10 0	12 10 0	23 10 0	..	13 0 0	..	Only a few extra Tickets.	..	Very trifling.		..	..	13 0 0
168	Stanstead, near Bishop Stortford.	12 0 0	.. Girls' work 2 5 0	12 0 0	26 5 0	..	35 0 0	..	0 5 0	3 16 0 Sewing materials	..	2 2 3 0 15 9½	0 10 3 Cleaning, &c. 0 8 9	7 13 0½	42 18 0½
Total.	8	50 0 0	14 10 0	132 15 0	197 5 0	125 0 0	68 0 0	..	0 5 0	5 16 0	0 15 0	6 10 0½	2 19 0	16 0 0½	209 5 0½
Average	. . .	7 2 10	2 1 5	18 19 3	28 3 7	31 5 0	22 13 4	..	0 0 8½	0 16 7	0 2 2	0 18 7	0 8 5	2 5 8	27 0 8

TABLE V. (A.)—SUNDAY SCHOOLS, which it has proved impossible to keep open as Day Schools; their Date, Grants, Cost, and Accommodation.

No. in the Order of Inspection.	*Sunday Schools*, which it has proved impossible to keep open as Day Schools.	Date of the School's first Establishment.	Date of the Erection of the present Schoolhouse.	Date when Money Issued in Aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Gardens, Playgrounds, Approaches, and Offices, after deducting Site of School Buildings and of Master's House, if there be one.	Approximate Area of Boys' and Girls' School-rooms.
						£.	£.	Sq. Yds.	Sq. Yds.	Sq. Yds.
148	Peterborough Schools . .	1834	1836	5 Aug. 1837	T.	150	255	185	46	120

TABLE VI. (A.)—EXTINCT SCHOOL.

No. in the Order of Inspection.	*Extinct School.*	Date of the School's first Establishment.	Date of the Erection of the present Schoolhouse.	Date when Money Issued in Aid from the Parliamentary Fund.	Whether by the Treasury or the Committee of Council.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate Extent for Gardens, Playgrounds, Approaches, and Offices, after deducting Site of School Buildings and of Master's House, if there be one.	Approximate Area of Boys' and Girls' School-rooms.
						£.				
74	Church Street, Islington .	..	..	9 Jan. 1841	T.	200	The premises are now occupied by a National School, in aid of which a grant was subsequently made by the Committee of Council, and which is, therefore, under inspection.			

TABLE VII. (A.)—SUMMARY of the TOTALS and AVERAGES of the GRANTS, COST, and ACCOMMODATION of each Class of SCHOOLS, aided through the British and Foreign Society, and visited during the past Year.

Class of Schools.	No. of Schools.	Aided by the Committee of Council.	Aided by the Treasury.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Appropriate extent for Playgrounds, Approaches, and Offices, after deducting Site of School Buildings, and Master's House, if any.	Approximate Area of School-rooms. For Boys.	For Girls.	For Both.	For Infants.	For all.
TOTALS.		No.	No.	£. s. d.	£. s. d.	Square Yards.	Square Yards.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.
I. *British Schools*, with the Infant Schools in some instances attached to them . . .	80	34	52	18,564 10 0 [80*]	70,591 6 11½ [79]	51,104 [79]	30,921 [79]	10,720 [71]	7,868 [69]	646 [3]	1,849 [15]	20,720 [18]
III. *Infant Schools*, wholly unconnected with British Schools	12	6	6	1,109 0 0 [12]	4,733 2 5 [12]	2,250 [12]	2,347 [12]	..	..	..	1,408 [12]	1,408 [12]
IV. *Village Schools*	8	3	5	368 0 0 [8]	1,074 3 10½ [8]	1,189 [8]	821 [8]	..	..	472 [8]	..	472 [8]
V. *Sunday School*	1	..	1	150 0 0 [1]	255 0 0 [1]	185 [1]	46 [1]	..	..	120 [1]	..	120 [1]
VI. *Extinct School*	1	..	1	200 0 0 [1†]	..	..	..	..	..	..	..	..
Grand Total	102	43	65	20,389 10 0	76,643 13 2½	56,668	33,838	10,720	7,868	1,138	2,257	22,720
AVERAGES.												
I. *British Schools*, with the Infant Schools in some instances attached to them . . .	80	34	52	232 1 1	893 11 3	647	391	134	134	109	106	263
III. *Infant Schools*, wholly unconnected with British Schools	12	6	6	92 0 0	393 11 10	562	195	..	..	..	117	117
IV. *Village Schools*	8	3	5	46 0 0	134 5 6	148	65	..	..	59	..	59
V. *Sunday School*	1	..	1	150 0 0	255 0 0	185	46	..	..	120	..	120
VI. *Extinct School*	1	..	1	200 0 0	..	..	..	..	..	..	..	..
General Average . . .	102	43	66	199 17 11	766 8 9	567	338	134	134	81	111	227‡

* Thus far the Newport (I. W.) School is included, but it is omitted from the further statements, because undergoing enlargements, and not inspected, though visited.

† This is the Church-street, Islington School, now converted into a National School, after reverting to the ground-landlord: this makes two grants, to meet which the corresponding expenditure does not appear in this table.

‡ For the reasons explained in the above notes, a number of the averages in this line are obtained by dividing the above grand totals by 100 instead of 102.

TABLE VII. (B.)—SUMMARY of the TOTALS and AVERAGES of CHILDREN on the BOOKS, generally attending, and actually present, at the Inspection of each Class of SCHOOLS, aided through the British and Foreign School Society, and visited during the past Year.

Classes of Schools.	No. of Schools.	On the Books during the last Six Months.						Average Attendance during the last Six Months.						Actually Present at the Time of Inspection.						On the Books in all Rooms.	Average Attendance in all Rooms.	Actually Present in all Rooms.
		Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.					
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
TOTALS.																						
I. *British Schools*	80	[64] 10,269	[52] 5511	[71] 16,510	[5] 228	[5] 149	[6] 437	[65] 7933	[53] 3905	[70] 12,294	[5] 154	[5] 108	[6] 312	[65] 7859	[53] 3856	[70] 11,715	[5] 175	[5] 100	[5] 275	[77] 16,947	[77] 12,606	[75] 11,990
Infant Schools attached to them		..	..	..	..	..	[14] 2037	..	..	..	..	..	[14] 1578	..	..	..	..	..	[14] 1,556	[14] 2,037	[14] 1,578	[14] 1,556
III. *Infant Schools*, unconnected with British Schools. .	12	..	..	..	..	..	[12] 1574	..	..	..	..	..	[12] 1080	..	..	..	..	..	[12] 1,065	[12] 1,574	[12] 1,080	[12] 1,065
IV. *Village Schools*	8	..	..	..	[5] 212	[5] 181	[7] 493	..	..	..	[6] 163	[6] 133	[7] 336	..	..	..	[3] 62	[3] 53	[6] 275	[7] 493	[7] 336	[6] 275
Grand Total	100	10,269	5511	16,510	440	330	4561	7933	3905	12,294	317	241	3306	7859	3856	11,715	237	153	3,171	21,071	15,600	14,886
AVERAGES.																						
I. *British Schools*	80	160	106	232	46	30	73	122	73	173	31	22	52	121	73	167	35	20	55	220	164	158
Infant Schools attached to them		..	..	..	..	..	147	..	..	..	..	..	113	..	..	..	..	..	111	147	113	111
III. *Infant Schools*, unconnected with British Schools . .	12	..	..	..	..	..	131	..	..	..	..	..	90	..	..	..	..	..	89	131	90	89
IV. *Village Schools*	8	..	..	..	42	36	70	..	..	..	27	22	48	..	..	..	20	17	46	70	48	46
General Averages . .	100	160	106	232	44	33	182 *	122	73	73	29	22	132 *	121	73	167	30	19	138 *	219 *	162 *	160 *

* Per School.

TABLE VII. (C.)—SUMMARY of the TOTALS and AVERAGES of the ANNUAL INCOME of each Class of SCHOOLS, aided through the British and Foreign School Society, (exclusive of the few now closed as Day Schools), and visited during the past Year.

ANNUAL INCOME.

Classes of Schools.	No. of Schools.	Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Total, including Cases in which the several sources of Income are not specified.
TOTALS.		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
I. *British Schools*, with Infant Schools in some instances attached to them	80	[76] 3794 5 5	[76] 443 2 5½	[76] 156 9 0	[76] 5234 15 0½	[76] 443 2 7½	[76] 10,073 14 6½
III. *Infant Schools*, unconnected with British Schools	12	[12] 361 0 0	..	[12] 15 0 0	[12] 31½ 9 4	[12] 6 16 3	[12] 695 5 7
IV. *Village Schools*	8	[7] 50 0 0	..	[7] 14 10 0	[7] 133 15 0	..	[7] 197 5 0
Grand Total	100	4205 5 5	443 2 5½	187 19 0	5379 19 4½	449 18 10½	10,966 5 1½
AVERAGES.							
I. *British Schools*, with Infant Schools in some instances attached to them	80	49 18 6	5 16 7	2 1 8	68 17 7	5 16 7	132 10 11
III. *Infant Schools*, unconnected with British Schools	12	30 1 8	..	1 5 0	26 0 9	0 11 4	57 18 9
IV. *Village Schools*	8	7 2 10	..	2 1 5	18 19 8	..	28 3 7
General Averages	100	44 5 4	5 16 7	1 19 7	59 15 9	5 2 2	116 8 8

ANNUAL EXPENDITURE.

Classes of Schools.	Salary or other Remuneration of Teachers and Monitors.									Miscellaneous Expenditure.						Total, including the Cases in which the several Objects of Expenditure are not specified.
	Master of Boys' School.	Master of Day-School for both Boys and Girls.	Mistress of Girls' School.	Mistress of Girls in the same Room with Boys	Master of Infant School usually with his Wife or other Female Assistant.	Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus.	Books and Stationery.	Fuel and Lights.	Other Expenses.	Total of Miscellaneous Expenditure.	
TOTALS.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
I. *British Schools*, with the Infant Schools in some instances attached to them	[63] 4673 2 3	[5] 227 18 4	[47] 1396 13 8	[6] 97 4 0	[2] 253 0 0	[2] 364 0 0	[2] 128 15 6	[2] 94 1 6	[76] 139 19 10½	[76] 555 14 6	[76] 105 6 6	[76] 492 10 3	[76] 220 11 8½	[76] 684 17 3	[76] 2412 9 3	[76] 10,490 7 2½
III. *Infant Schools*, unconnected with British Schools	..	..	..	..	[3] 128 3 0	[2] 294 15 3	..	[3] 21 10 0	..	[12] 30 16 5	[12] 10 9 4	[12] 15 5 7	[12] 34 16 3	[12] 100 3 4½	[12] 191 10 11½	[12] 690 4 2½
IV. *Village Schools*	..	[4] 125 0 0	[6] With boys 68 0 0	..	..	..	..	..	[7] 0 3 0	[7] 5 16 0	[7] 0 15 0	[7] 6 10 0½	[7] 2 19 0	..	[7] 16 0 0½	[7] 209 3 0½
Grand Total	4673 2 3	352 18 4	1954 13 8	97 4 0	p. 437 3 0	636 15 3	128 15 6	115 11 6	140 4 10½	592 6 11	116 12 10	514 5 10½	268 6 6½	785 0 7½	2620 0 8	11,389 16 6½
AVERAGES.																
I. *British Schools*, with the Infant Schools in some instances attached to them	74 3 6	45 11 8	40 2 10	16 4 0	85 0 0	40 3 10	16 1 11	10 9 0	1 16 10	7 6 3	1 7 9	6 9 7	3 0 3	9 0 2	21 14 10	127 4 10
III. *Infant Schools*, unconnected with British Schools	..	..	..	..	60 16 0	32 15 0	..	7 3 4	..	2 11 4	0 17 5	1 5 5	2 18 0	8 6 11	15 19 3	57 10 4
IV. *Village Schools*	..	31 5 0	22 13 4	..	..	..	..	..	0 0 8½	0 16 7	0 2 2	0 18 7	0 3 5	..	2 5 3	27 0 3
General Averages	74 3 6	39 4 3	39 1 10	16 4 0	72 18 0	36 12 0	16 1 11	9 12 7	1 13 9	6 4 3	1 4 7	5 3 3	2 16 6	8 19 6	27 11 7	119 5 2

TABLE VIII. (A.)—SUMMARY of the TOTALS and AVERAGES of the GRANTS, COSTS, and ACCOMMODATION of each Class of SCHOOLS aided through the BRITISH and FOREIGN SCHOOL SOCIETY, visited during the past Year and the preceding Half-Year.

Classes of Schools.	No. of Schools.	Aided by the Committee of Council.	Aided by the Treasury.	Sums Granted.	Total Cost of School Premises, Buildings, and First Fittings.	Approximate Area of the whole School Premises, exclusive of Ground laid into Streets.	Approximate extent for Playgrounds, Approaches, and Offices, after deducting Site of School Buildings, and Master's House, if any.	Approximate Area of School-rooms.				
								For Boys.	For Girls.	For both.	For Infants.	For all.
TOTALS.		No.	No.	£. s. d.	£. s. d.	Square Yards.	Square Yards.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.	Sq. Yds.
I. *British Schools*, with the Infant Schools in some instances attached to them	111	43	77	[111] 25,149 10 0	[110] 94,864 0 11½	[110] 79,190	[110] 43,007	[90] 13,979	[80] 10,739	[15] 2428	[20] 2343	[110] 29,489
II. *Town Schools*, other than British Schools, with such Infant Schools as are attached to them	3	1	2	[3] 845 0 0	[3] 4,041 18 10	[3] 1,250	[3] 690	[2] 344	[2] 344	[1] 122	[1] 156	[3] 966
III. *Infant Schools*, wholly unconnected with British Schools	20	11	9	[20] 2,016 0 0	[20] 8,098 2 8	[20] 7,878	[20] 4,787	..	..	..	[20] 2372	[20] 2,372
IV. *Village Schools*	21	7	14	[21] 898 0 0	[21] 2,573 17 11	[21] 4,599	[21] 2,886	..	..	[21] 1330	..	[21] 1,330
V. *Sunday Schools*	8	..	8	[8] 815 0 0	[7] 1,678 11 0½	[8] 1,779	[8] 796	..	..	[8] 955	..	[8] 955
VI. *Extinct Schools*	2	..	2	[2] 425 0 0	..	..	..	..	..	..	..	..
Grand Total	165	62	112	30,148 10 0	111,256 11 4½	96,696	52,086	14,323	11,083	4935	4871	35,119
AVERAGES.												
I. *British Schools*, with the Infant Schools in some instances attached to them	111	43	77	226 11 5	862 8 0	647	391	155	134	162	117	268
II. *Town Schools*, other than British Schools, with such Infant Schools as are attached to them	3	1	2	282 0 0	1,347 6 3	417	230	172	172	122	156	322
III. *Infant Schools*, wholly unconnected with British Schools	20	11	9	101 0 0	404 18 1	394	239	..	..	..	119	119
IV. *Village Schools*	21	7	14	43 0 0	122 11 4	219	134	..	..	63	..	63
V. *Sunday Schools*	8	..	8	102 0 0	239 15 10	232	99	..	..	119	..	119
VI. *Extinct Schools*	2	..	2	212 10 0	..	..	..	..	..	..	..	..
General Averages	165	62	112	183 0 0	691 0 8	535	321	155	135	107	119	217

TABLE VIII. (B.)—SUMMARY of the TOTALS and AVERAGES of the CHILDREN on the Books, generally attending, and actually Present at the Inspection of each Class of SCHOOLS, aided through the BRITISH and FOREIGN SCHOOL SOCIETY, visited during the past Year, and the preceding Half-Year.

Classes of Schools.	No. of Schools.	On the Books during the last Six Months.						Average Attendance during the last Six Months.						Actually Present at the Time of Inspection.						On the Books in all Rooms.	Average Attendance in all Rooms.	Actually Present in all Rooms.
		Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.			Separate Rooms and Schools.			Same Rooms and Schools.					
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
TOTALS.		[83]	[71]	[91]	[11]	[11]	[15]	[84]	[73]	[92]	[11]	[11]	[16]	[82]	[70]	[88]	[13]	[13]	[15]	[106]	[108]	[103]
I. *British Schools*	111	13,384	7650	21,764	843	426	1925	10,424	5646	16,526	675	308	1628	9792	5147	14,939	764	387	1331	23,689	18,154	16,270
Infant Schools attached to them		..	..	..	..	..	[18] 2676	..	..	..	..	..	[19] 2188	..	..	..	..	..	[19] 2138	[18] 2,676	[19] 2,188	[19] 2,138
II. *Town Schools*, not British Infant Schools attached to them	3	[1]	[1]	[1]	85	80	165	[2] 178 ..	[2] 123 ..	[2] 301 ..	[1] 77 ..	[1] 72 ..	[1] 149 160	[2] 165 ..	[2] 96 ..	[2] 261 ..	[1] 63 ..	[1] 48 ..	[1] 111 160	[1] 165 ..	[3] 450 160	[3] 372 160
III. *Infant Schools*, unconnected with British Schools . .	20	..	..	..	..	..	[18] 2392	..	..	..	..	..	[19] 1790	..	..	..	..	..	[18] 1709	[18] 2,392	[19] 1,790	[18] 1,709
IV. *Village Schools*	21	..	..	..	[18] 747	[18] 520	[20] 1367	..	..	..	[19] 634	[19] 398	[20] 1072	..	..	..	[13] 374	[13] 220	[16] 754	[20] 1,367	[20] 1,072	[16] 754
Grand Total . . .	155	13,384	7650	21,764	1675	1026	8525	10,602	5769	16,827	1386	778	6987	9957	5243	15,200	1201	655	6203	30,289	23,814	21,403
AVERAGES.																						
I. *British Schools*	111	161	108	239	77	39	128	124	77	179	61	28	102	119	73	170	59	30	89	..	..	..
Infant Schools attached to them		..	..	..	..	..	149	..	..	..	..	..	115	..	..	..	..	..	112	149	115	112
II. *Town Schools*, not British Infant Schools attached to them	3	.. ..	.. ..	.. ..	85 ..	80 ..	165 ..	89 ..	61 ..	150 ..	77 ..	72 ..	149 160	82 ..	48 ..	130 ..	63 ..	48 ..	111 160	165 ..	150 160	194 160
III. *Infant Schools*, unconnected with British Schools . .	20	..	..	..	..	..	133	..	..	..	..	..	94	..	..	..	..	..	95	133	94	93
IV. *Village Schools*	21	..	..	..	41	29	68	..	..	..	33	21	54	..	..	..	29	17	47	68	54	47
General Averages . . .	155	161	108	239	56	34	158 *	123	77	179	45	25	125 *	118	73	169	44	24	124 *	209 *	159 *	153 *

* Per School.

TABLE VIII. (C.)—SUMMARY of the TOTALS and AVERAGES of the ANNUAL INCOME of each Class of SCHOOLS, aided through the British and Foreign School Society (exclusive of the few now closed as Day Schools) visited during the past Year, and the preceding Half-Year.

Classes of Schools.	No. of Schools.	Subscriptions and Donations.	Collections in Congregations or Meetings.	From Endowments.	From School Fees.	From other Sources.	Total, including Cases in which the several sources of Income are not specified.
TOTALS.		£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
I. *British Schools*, with the Infant Schools in some instances attached to them	111	[106] 4764 7 2	[106] 461 13 6½	[106] 223 0 4	[106] 7367 7 6	[106] 461 12 9½	[107] 13,338 16 4½
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them	3	[3] 324 7 10	..	..	[3] 250 6 1	[3] 15 0 0	[3] 593 13 11
III. *Infant Schools*, unconnected with British Schools	20	[19] 527 8 6	..	[19] 27 10 0	[19] 495 8 7	[19] 8 1 3	[19] 1,053 6 4
IV. *Village Schools*	21	[20] 110 6 6	..	[20] 19 7 0	[20] 575 11 8	..	[20] 705 5 2
Grand Total	155	5726 10 0	461 13 6½	269 17 4	8708 8 10	504 14 0½	15,891 18 9½
AVERAGES.							
I. *British Schools*, with the Infant Schools in some instances attached to them	111	44 18 11	4 7 1	2 13 5	69 13 9	4 10 10	126 10 7
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them	3	108 2 7	..	..	125 3 0	5 0 0	196 11 4
III. *Infant Schools*, unconnected with British Schools	20	27 15 2	..	1 8 11	26 1 3	0 8 6	55 13 10
IV. *Village Schools*	21	5 10 4	..	0 19 4	28 15 7	..	35 5 3
General Averages	155	36 13 10	4 7 1	2 5 6	59 4 9	3 18 10	106 13 2

TABLE VIII. (C.) *continued.*—SUMMARY of the TOTALS and AVERAGES of the ANNUAL EXPENDITURE of each Class of SCHOOLS, aided through the British and Foreign School Society (exclusive of the few now closed as Day Schools) visited during the past Year, and the preceding Half-Year.

Classes of Schools.	Salary or other Remuneration of Teachers and Monitors.									Miscellaneous Expenditure.						Total, including the Cases in which the several objects of Expenditure are not specified.
	Master of Boys' School.	Master of Day-School for both Boys and Girls.	Mistress of Girls' School.	Mistress of Girls in the same Room with Boys.	Master of Infant School, usually aided by his Wife or other Female Assistant.	Mistress of Infant School.	Assistant Master.	Assistant Mistress.	Fees or Presents to Monitors collectively.	Repairs.	Furniture and Apparatus	Books and Stationery.	Fuel and Lights.	Other Expenses.	Total of Miscellaneous Expenditure.	
TOTALS.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
I. *British Schools*, with the Infant Schools in some instances attached to them	[28] 5992 12 3	[16] 976 0 4	[26] 2699 17 5	[6] 157 14 0	[5] 333 0 0	[11] 431 10 1	[9] 133 15 6	[11] 104 1 6	[107] 200 13 10½	[99] 642 2 9	[101] 139 15 5	[103] 666 19 11	[96] 257 13 4½	[104] 780 11 1	[103] 2886 8 10½	[107] 13,959 16 4
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them.	[1] 110 0 0	[1] 66 0 0	[2] 100 0 0	..	[1] 80 0 0	..	[1] 4 10 0	[1] 20 0 0	[2] 12 18 10	[2] 40 4 1½	[2] 1 0 0	[2] 20 16 7	[2] 12 7 9	[2] 131 9 7	[2] 216 10 0½	[2] 339 13 10½
III. *Infant Schools*, unconnected with British Schools.	..	..	..	..	[5] 337 8 0	[14] 456 5 3	..	[6] 46 10 0	[19] 8 0 0	[19] 47 0 0	[19] 23 6 6	[19] 16 0 1	[19] 56 14 5	[19] 119 16 4½	[19] 262 19 4½	[19] 1,109 2 7½
IV. *Village Schools*	..	[16] 586 15 0	[4] With boys 98 0 0	[1] 5 0 0	..	..	..	..	[20] 2 17 0	[20] 12 17 3	[20] 2 15 0	[20] 8 10 0½	[20] 4 8 6	..	[20] 28 5 9½	[20] 729 15 9½
Grand Total . .	6102 12 3	1628 13 4	2897 17 5	162 14 0	756 8 0	999 15 4	188 5 6	170 11 6	219 4 8½	742 4 1½	166 18 11	724 8 7½	330 19 0½	1041 17 6½	3006 4 1	16,209 8 7½
AVERAGES.																
I. *British Schools*, with the Infant Schools in some instances attached to them.	73 1 7	61 0 0	80 19 10	14 3 9	67 0 0	39 4 7	14 17 8	9 9 3	1 17 6	6 9 11	1 7 8	6 11 1	2 13 8	7 12 0	28 0 10	139 7 8
II. *Town Schools*, not British, with the Infant Schools in some instances attached to them	110 0 0	66 0 0	50 0 0	..	80 0 0	..	4 10 0	20 0 0	4 4 7	13 3 0	0 2 9	20 6 2	4 2 7	43 16 7	72 3 4	226 4 7
III. *Infant Schools*, unconnected with British Schools.	..	..	..	..	67 9 7	32 16 1	..	7 15 0	0 3 2	2 9 6	1 4 8	0 16 10	2 19 9	6 6 2	13 16 10	56 7 6
IV. *Village Schools*. . . .	..	36 13 4	24 10 0	5 0 0	..	..	..	..	0 2 10	0 12 10	0 2 9	0 8 6	0 4 2	..	1 8 3	36 0 9
General Averages .	73 10 6	49 13 1	89 0 0	13 5 5	68 8 0	35 12 7	13 16 6	9 9 6	1 9 5	5 5 3	1 3 4	5 0 7	2 7 11	8 5 4	22 3 5	110 0 0

Report, by Edward Carleton Tufnell, Esq., and Seymour Tremenheere, Esq., on Schools of Industry at Norwood, Liverpool, and Manchester.

SIR, 105, Pall Mall, March 6th, 1846.

HAVING been directed by their Lordships, with the approval of Secretary Sir James Graham, and by the Poor Law Commissioners, to undertake, in conjunction with Mr. Tufnell, Assistant Poor Law Commissioner, the inspection of the pauper schools at Norwood, Liverpool, and Manchester, and to inquire as to the state of those establishments, both as regards the care and instruction of the children and the efficiency of the general management, I have the honour of forwarding to you, for their Lordships' information, a copy of our joint Report.

I have also to request you to explain to their Lordships, that the long delay in forwarding these Reports has arisen from delays in the completion of the establishments at Liverpool and Manchester, especially the latter, the arrangements of which are still imperfect.

I beg to add, that Mr. Tufnell and myself have felt ourselves unable adequately to discharge our duties in relation to the establishments last mentioned, without frequent communications by letter with various officers of those establishments, during the intervals of our visits, and that the aid of occasional inspection is required to enable those officers to overcome the difficulties incidental to the setting on foot of institutions of this new and important character.

I have the honour to be,
Sir,
Your obedient Servant,
SEYMOUR TREMENHEERE.

J. P. Kay Shuttleworth, Esq.
&c. &c. &c.

MY LORDS, London, December 1845.

HAVING received your directions to inspect the Pauper Schools at Norwood, Liverpool, and Manchester, and to inquire as to the state of those establishments, both as regards the care and instruction of the children and the efficiency of the general management, we have the honour of forwarding our joint Report.

NORWOOD.

In our last year's Report upon this establishment, published in the second volume of the Minutes of the Committee of Privy Council on Education for the year 1844, we gave tables of the routine observed in the three schools, together with somewhat minute comments upon the state of progress in all the classes, and upon the whole scheme of education pursued. Also, as it was to be expected that several institutions similar to this would be founded in consequence of the Act of the session then just closed, authorizing the formation of pauper district schools, we thought it might be useful to give in detail, chiefly from the experience here acquired, some of the main requisites for such establishments. We accordingly put together a series of general remarks upon the management, the teachers, the school arrangements, the lodging, dietary, clothing, the class of servants required, the manual labour department, and other points. We added the instructions to the "training" or "drill" master who is with the boys between the school hours, from the time of their rising in the morning to their going to bed at night; who, together with one of the masters, superintends them at their meals, and whose constant vigilance is required for the correction and regulation of the habits and manners of those newly arrived at the establishment. The instructional Letter of the Poor Law Commissioners to the chaplain was added. Extracts were also given from the Report on the training of pauper children (1841), showing instances of very successful experience in the exceedingly difficult work of so raising the intelligence and improving the dispositions and habits of children of that class, as to afford a reasonable guarantee against their returning in after-life to the ranks of the improvident and dependent, from which they unfortunately sprang.

As the state of the *Boys' School* is even more satisfactory than we found it, on the whole, last year, we feel it unnecessary to repeat in much detail the process of the recent examination. There were 437 boys on the class lists. Of these, 300, taken without selection, were individually and minutely examined in three subjects of their school instruction, and generally in the rest. The result brought to light no instances of neglect on the part of the masters, who continue to discharge their duties with zeal and perseverance. A gradual and uniform progression was traceable throughout the school, from the lowest class to the highest. In order the better to ascertain the progress of every child, we require a list of each class to be made out, of which the following is a specimen:—

Third Class.

Since the last inspection, 85 boys have entered this class, and 77 have left it, of whom 53 have passed into the second class, and 24 have left the establishment. Present number on the roll, 57.

NAME.]	Age.	Length of time at the Establishment.	Examined in									Remarks.
			Reading M'Culloch's Second Book.	Grammar and Etymology.	Arithmetic. Compound Multiplication by one Figure.	Arithmetic. Compound Multiplication by two Figures.	Pestalozzi's First Table.	Dictation.	Writing.	Geography.	Religious Instruction.	
Above 1 *Year in this Class.*												
G. Staunton . .	14	8 years	•		•	•		•				
C. Ward . . .	12	7 „	•		•	•			•			
&c.												
&c.												
Above 9 *and under* 12 *Months.*												
W. Robinson. .	12	8 „	•		•	•		•				
T. Mahoney . .	12	4 „	•		•	•			•			
&c.												
&c.												
Under 6 *Months.*												
J. Davis . . .	10	3 „	•		•	•			•			
&c.												
&c.												

The last 16 on the list, of which the above is a specimen, had been in the class under one month. Had any of these 16 been found deficient, the list would show that the responsibility would chiefly attach to the master of the class from which they had been so recently removed. Again, by looking at the ages of those at the top of the list, and the time they have been in the class as well as the time they have passed in the establishment, an opinion may be formed, taking natural ability, growth (stunted or otherwise), and reported conduct, into consideration, whether justice has been done to them since the last examination. The dots mark the measure of correctness in proportion as they are placed towards the left hand of the column. The geography and religious instruction were in the examination of that class noted generally. As we may vary the subject to be specially marked in each class, the neglect of any particular one for the sake of another is liable to be discovered, did any disposition for such preference exist, which we have no reason to believe. The number moved forward into a higher

class, in the course of the year, affords a test of the attention of each master; while the number of those who have left the establishment within the year, exhibits one of the difficulties (that of the frequent changes) with which the masters have to contend.

A few appearances of neglect which were observed last year in the seventh class (taught by the monitor-general, and three pupil teachers) had been corrected. The whole class, consisting of about 100, was making proper progress. The lowest division did an Addition sum of four columns of four figures each correctly. They receive with the rest of the class the morning Bible lesson, and were learning the Commandments and the rest of the Catechism gradually and in an intelligent manner. The reading, spelling, and ciphering were good in proportion to their time under instruction. The upper division knew the Multiplication Table, part of the First Pestalozzi Table, and the outlines of the geography of Europe as well as the form and general features of the earth. Good order and attention seemed to be very fairly established.

Thirty-eight of the sixth class did sums in Multiplication by one and two figures. Only eight failed to do both correctly. Their reading in a part of the Second Dublin Book, which they had not previously tried, was good, as also their spelling and explanation of words. The geography was carried beyond the point reached in the class below, and was satisfactory. They all wrote large hand in copy-books.

In the fifth class, of 38 who tried sums in Multiplication by two and three figures, 22 had no faults, 12 only one, and four had two. Writing small hand has been introduced into this and the fourth class since last year, it not having previously descended below the third. The method of Mulhauser is approved of by the masters, as facilitating the progress in writing. Writing from dictation is also practised in this class. The trial showed 24 out of the 38 correct; the rest nearly so. The reading was good.

In the fourth class, of 31 who tried sums in Long Division and Addition of Money, all were correct the first time, except five who were wrong in one sum, but were right in a second trial. The same number wrote six lines from dictation; none had more than three faults, which were in the spelling of difficult words. In the third class, under the same master, an attempt to write six lines of a more difficult passage was proportionably successful. Both these instances show the value of this practice in giving the habit of expressing ideas and writing words correctly; in fact in applying the power of writing, which boys accustomed only to copy are often unable to do, in classes far more advanced in other subjects than these. The importance of cultivating this habit in the lower part of a school such as this is obvious, inasmuch as many pass out of it in the course of a year without arriving at the upper classes, and who, therefore, without this practice, might be unable to apply

what they had learnt of writing to any useful purpose. The reading in both these classes was correct and intelligent, and their general instruction advancing.

In the second class, 35 did sums in Compound Division correctly. Six of these having failed in one, were right on the second trial. In the first class, 42 who tried sums in Decimals and Square Root were right; six in the first, and five, the latter after a second trial. Both these classes wrote passages from Ludlow's Reading Book: in the second, ten had from one to four faults; in the first, eight had from one to two. Nearly all wrote fairly on their slates; some very well. The reading of all was correct, and that of a large proportion of both these classes fluent and with expression. The knowledge of grammar and etymology in the first class was such as to train them to a facility of mastering any ordinary reading.

The religious instruction pervades the entire school, and is advancing to the satisfaction of the present chaplain, the Rev. T. Boodle. There is indeed no part of the school course which has been more accurately attended to than this. It proceeds systematically from class to class, until in the first class it imparts to all, who remain any time in it, a comprehensive knowledge of Christian doctrine and duties. The third and fourth classes have gone carefully through the gospels, tracing the life of our Saviour in the relation of each evangelist: they are now reading through the gospel of St. Mark, with collateral references in the Old and New Testament. The first and second classes have read in the latter as far as the captivity of the ten tribes; and in the former through the Acts of the Apostles. The Catechism is accurately taught and illustrated in all the classes. The whole of the religious instruction is under the superintendence of the chaplain, who also occasionally takes part in communicating it. The general tone of the school appears to bear testimony to the prevailing influences of sound religious teaching and Christian example. The manners and behaviour of those who, by no fault of their own, are constantly being added to the establishment from the abodes of poverty, often of vice, in the metropolis, become impressed with these influences, and they soon fall in with the general habits. If they remain long enough to afford a reasonable time for the force of example and the influences of instruction to act upon their hearts and minds, there is a fair probability of their future steps being guided by those principles and that prudence which will make them independent of all further public aid.

We found one alteration in the routine introduced since our last inspection, at the instance of the Guardians of the City of London Union, in reference to the boys sent by that board, who by their desire are not permitted to receive instruction in the workshops until they arrive at the third class in the school. We forbear to

express an opinion on this alteration, though at variance with our previous impressions, until further experience of its effects.

With that exception, the process of learning trades in the workshops remains as it was last year.

The garden cultivation is improved, and is a source of agreeable amusement and satisfaction. The singing also appeared to have been well attended to during the past year. The occasional walks for recreation were continued. The evening-school during the winter months had proceeded satisfactorily, and the books of the circulating library had been much in demand. The discipline of the school had been maintained without the necessity of resorting to any severe punishments.

The Commissioners are aware that the masters are much assisted both in the instruction and discipline of the school by a corps of pupil teachers, selected from those boys of the first class who may show an aptitude for teaching, and whose abilities, conduct, and character may encourage their being brought forward for this particular purpose. They receive an hour's special instruction five evenings in the week from the masters in turn: on Mondays —reading, with etymology and grammar, alternately; on Tuesdays, algebra; on Wednesdays, arithmetic and writing; the proper mode of writing letters of business, according to the forms in the 'Mercantile Penman' and 'Sequel,' is taught in the course of these lessons; on Thursday, geography; on Friday, drawing. They also occupy themselves out of school hours with private study, though their opportunities for this are abridged during the winter months by their attention being required for the evening-school. The number of these pupil teachers is usually 10 or 11, their ages varying in general from 12 to 16. We refer with much gratification to the ability and exemplary conduct exhibited by many of the youths who have passed through this class of pupil teachers, since the institution was organized on its present footing in 1839. Formed by the example and instruction of the well-trained masters of the establishment, they have readily adopted an animated mode of teaching, which for effect in keeping up the attention of large classes, and imparting the common elements of knowledge, we have rarely seen equalled. We have been able to recommend no less than 13 of these youths within the last five years for removal from this establishment, either to Battersea, to go through a course of more regular training, or immediately to various schools as assistant teachers. Some of them are already conducting considerable schools as masters. We have the means of knowing that all are performing their respective duties most satisfactorily.

The demand which we perceive springing up for youths qualified as these pupil teachers become, to assist in teaching in schools arranged, as this is, in classes of 30 or 40 children, has induced us this year to commence what we propose to make an annual

examination of the existing corps of pupil teachers; and with that view we prepared sets of questions on each subject on which they had been instructed, to be answered on paper. We conceive that by adding this stimulus to their exertions, we shall be contributing to bring forward some more from among themselves, and from the upper classes to succeed them, and thus hasten the time when we shall be able to recommend them for useful and honourable employment as assistants in elementary schools. We subjoin the questions* to which we required answers to be written in our presence, rather

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* *Religious Instruction.*

1. Describe briefly the chief events in the life of Abraham?
2. In what respects were Isaac, Aaron, and David, types of Christ?
3. Mention some of the prophecies in the Old Testament relating to the death of Jesus Christ?
4. Was there any difference in the mode in which miracles were performed by Christ and his Apostles?
5. Give Scripture proofs of the unity, personality, divinity, and equality of God the Father, God the Son, and God the Holy Ghost?
6. Prove from Scripture the part which each person of the Godhead takes in the salvation of mankind.
7. Give Bible examples and precepts respecting the sins of swearing, lying, drunkenness, covetousness, and respecting the duties of zeal, patience, almsgiving?
8. Write out "Your duty towards your neighbour," and prove from Scripture each duty there enjoined?
9. What is the object of the Sacrament of Baptism, and what is the Scripture authority for the form in which it is administered?
10. When was the Sacrament of the Lord's Supper instituted, and what was the object of its institution?
11. Give any passages in Scripture showing the importance and duty of prayer?

Questions in Grammar and Etymology.

1. Exemplify in sentences the past tense and perfect participle of the verbs to drink, to ring, to sing, to show, to lie, to lay?
2. Parse the following lines:—

> Envy does merit as its shade pursue;
> But, like the shadow, proves the substance true?

3. Give the words derived from scribo, I write, with their meaning and application?
4. Give the words derived from *omnis*, all, and *potens*, powerful, and their meaning and application?
5. Name the nine parts of speech, and give instances of each?
6. What is the difference between a transitive and intransitive verb, and give examples of each?
7. Give the etymology and meaning of all or any of the following words—retribution, resurrection, infallible, revolution, imminent, metropolis, autograph, malevolent, beneficent?
8. Describe some of the chief prefixes in the English language, and give examples of their use?
9. Correct the errors, if any, in the following sentences:—

> She laid down and slept.
> Can it be possible that he should commit such crimes?
> We ought to help those who we love.
> They who do good you should respect.
> He begun, but could not finish his work.
> He eat up the whole loaf.
> Beer is to be drunk on the premises.

10. Show the different modes in which the plural is formed in nouns, and give examples?

more than an hour and a half being allowed for each paper. The answers on the whole, as far as they were given, were creditable in proportion to the time that each pupil teacher had been under instruction. One boy answered the whole of the questions in arithmetic and algebra, was nearly correct in seven out of ten in the grammar,

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Arithmetic and Algebra.

1. How many British miles are equivalent to 128 Irish, 11 Irish miles being equivalent to 14 British?
2. How much tea, at 7*s.* 6*d.* per lb., may be bought for £37 2*s.* 6*d.*?
3. If £15 12*s.* pay 16 labourers for 18 days, how many labourers, at the same rate, will £35 2*s.* pay for 24 days.
4. What is the duty on 517 lbs. of coffee, at £5 2*s.* 8*d.* per cwt.
5. Reduce the following fractions to their simplest forms—$\frac{88}{165}$, $\frac{126}{336}$, $\frac{37}{81}$?
6. Reduce the following numbers to improper fractions—$15\frac{1}{4}$, $19\frac{4}{7}$, $46\frac{6}{8}$?
7. Reduce 13*s.* 9*d.* to the fraction of £1?
8. Find the sum of two-thirds of £1, three-fourths of a guinea, one-sixth of a crown, and $2\frac{1}{2}d.$
9. What is meant by a vulgar fraction and a decimal fraction?
10. What is the interest of £254 14*s.* 8*d.* for one year, at $5\frac{1}{4}$ per cent.?
11. What is the interest of £792 12*s.* 3*d.*, for one year and ten months, at $6\frac{1}{2}$ per cent. per annum?
12. Find the difference between £1645 and £10·125?
13. Multiply $4x^2-2xy+y^2$ by $2x+y$?
14. Multiply x^2+y^2 by x^2-y^2?
15. Divide $x^5-x^4+x^3-x^2+2x-1$ by x^2+x-1?
16. Divide a^6-x^6 by $a-x$?
17. It is required to find a number such that its third part increased by its fourth part shall be equal to the number itself diminished by 10.
18. Divide the number 60 into two such parts, that their product may be equal to three lines the square of the less?
19. A post is one-third in the mud, one-fourth in the water, and 10 feet above the water. What is the length of the post?
20. Find the value of x in the two following simple equations:—

$$\sqrt[3]{3x} \quad 13 - 4 = 0.$$

$$\frac{x-1}{7} \quad \frac{x+4}{3} = x - 3.$$

21. Find the value of x in the two following quadratic equations:—

$$\frac{10}{x} \quad \frac{14-2x}{x^2} = \frac{22}{9}$$

$$\sqrt{a+x} + \sqrt{b+x} = \sqrt{a+b \quad 2x}.$$

Questions in Geography.

1. Describe the form of the earth?
2. Give its circumference in miles?
3. Give its diameter in miles?
4. What is the axis of the earth?
5. Describe and exemplify the earth's diurnal motion?
6. Describe and exemplify its annual motion?
7. Explain and exemplify the terms latitude and longitude?
8. Name the chief mountain chains of the earth, the chief rivers that flow from them, and the chief towns upon those rivers, beginning with Europe?
9. Name some of the chief towns of the United Kingdom, and what each is remarkable for?
10. In what counties are the great coal fields of the kingdom?
11. Name the chief British possessions abroad, and describe their climates and productions?
12. Describe the different forms of government existing in the different states of Europe, and give reasons why our own is the best?

in the first nine of those on geography, and in the first seven of those on the subject of religious instruction. Two others, in the first division, answered nearly as many of the questions, but without the same fulness or general accuracy. We noted the merit of each answer by an appropriate mark, and tabularized the results, which we have placed in the hands of the chaplain and the masters, as an indication of the progress or deficiencies of each boy. We have the pleasure of adding, that we have since had an opportunity of recommending the boy who was most advanced, and who also shows skill in teaching and bears a good character, to the place of first pupil teacher at the large Manchester school, of which we have elsewhere given a report. The boy who stood second in the examination has also since been provided for at a parochial school in Somersetshire.

Girls' School.

We regret that we are unable to speak of the girls' school in as favourable terms as of other parts of the establishment. We pointed out in our last Report the deficiencies which we remarked in some branches of the instruction given in this school; but, as at that period some arrangements for imparting a greater amount of knowledge had only lately been set on foot, we abstained from doing more than stating our hopes and expectations that the defects then apparent would be shortly remedied. We are bound to say that the advance has not been such as we had anticipated. The reading is tolerable; but this is the only branch in which the progress was such as seemed to us to deserve commendation. There were not a dozen girls who were stated to be able to perform sums in compound division, and on trial not half could do the sum set correctly. Writing from dictation had been but little practised; their writing was bad, and their religious knowledge very inferior to what it ought to be. The chaplain was equally dissatisfied with the result of the examination, and at its conclusion the head master of this department sent in his resignation. He was a person of excellent character, and it was painful to express dissatisfaction with a person of such good intentions and correctness of conduct; but, as he had not the art of imparting knowledge to children of the description found here, we could not regret his resignation. His place has since been supplied by a teacher regularly trained for the purpose; and we have little doubt that the results will henceforth be satisfactory. In fact, from a cursory inspection since made, we are satisfied that a considerable improvement is in progress.

Infants' School.

This school is in fully as efficient a state as heretofore, under the excellent management of Mr. Gardner. The playground has, however, been encroached upon by the erection of a steam-engine

used to supply water to the establishment, and is much too small. But it is in contemplation to appropriate a piece of ground on the west side of the building to a playground for the infants, and when this is effected the objection of insufficient space will be obviated.*

Kirkdale School of Industry, Liverpool.

This large and important establishment has been set on foot by the inhabitants of Liverpool, for the instruction and training in good morals and industry of the children left dependent upon the united parishes, comprising a population of 200,000.

The imposing mass of buildings, of brick faced with stone, is in the Tudor style, and is situated on an eminence overlooking the entrance of the Mersey, on its right bank, about two miles and a half to the west of the town. The buildings, with their quadrangles, occupy an area of about two acres; the playgrounds, and land already in the course of being brought into cultivation as garden ground, comprise about three acres more.

The design of these buildings was furnished by an architect in Liverpool, and submitted to the Lords of the Committee of Privy Council on Education, for suggestions as to the internal arrangements of the schools, &c. A lithographed plan and elevation of the whole is given in the Appendix to the volume of the Minutes of their Lordships for 1843-4, together with correspondence explanatory of the objects of the institution, and the means by which they will be sought to be attained.

Boys' School.

The children were removed from the old workhouse on the 1st of May, but the books and apparatus for the boys' school were not completed until the beginning of June. The number at present on the roll is 177; the average attendance since 27th of June has been about 145. This number, in consequence of the season of the year and the present prosperous state of all branches of employment in Liverpool, is less than half of the number of boys capable of being received at the establishment, and for whom there is space provided in the school-room. It is also a much larger proportion of the whole than will be in school at the same time when the rooms for teaching trades are in full work. The ordinary routine at that time will probably be, that about one-third of the total number of boys will go to the workshops daily. There are three trained masters in this school, the head master (called the first assistant master of the establishment), and two other assistant masters. The head master and one of the assistant masters

* Since this was written, Mr. Gardner's services have been transferred to the Kirkdale School.

were instructed in and practised the duties of schoolmasters at Battersea, where they went through the entire course; the other assistant master was trained at Norwood. The school is divided into five classes; but one of these requires to be subdivided. This will give two classes to each master, and would probably be the number into which the school would continue to be divided, even after considerable accessions to the present list, unless there should be a large proportion of boys very young. To conduct the school efficiently, each of these masters should be aided by a good pupil teacher, selected from the first class, as at Norwood. If these are skilfully selected, with reference to their abilities, temper, good conduct, aptitude to teach, and power of command, and specially instructed, out of school hours, for an hour or an hour and a half a-day, they will in all probability, with the aid of the example of their trained master, soon qualify themselves as useful assistants in the school discipline and instruction as even to be sought for, as the Norwood pupil teachers have been, to fill similar situations in ordinary schools, with the certainty, if their conduct remains unexceptionable, of placing themselves in a state of honourable independence. Of this they have an example in one of their present assistant masters; and the fact cannot but act as a stimulus to the whole school. Three boys of the first class are at present undergoing this course of training, but it will be some time before they can become efficient. We have suggested that two should be engaged from some establishment where boys are brought forward in this manner, and the Vestry Committee having expressed themselves ready to receive any two that we might be able to recommend, we have accordingly selected two youths, who are now teaching in the establishment. The expense will be but temporary, as we anticipate that in the course of a year or two the school itself will furnish a competent supply of pupil teachers.

As the school was not furnished with books and apparatus until the 6th of June, and as our inspection took place on the 13th, 14th, and 15th of August, the examination could do little more than put on record the existing state of the school, with a view of affording a measure of its future progress.

It was represented to us, that the school in the workhouse, from which they came, had been conducted on a plan resembling the old monitorial system, in which the chief dependence is upon the monitors selected from the first class. The whole of the first class acted as monitors, in divisions of seven each, relieved weekly, if they kept their respective classes in good order. No separate instruction or preparation was given to these boys; the duty, therefore, was disliked by them. The schoolmaster took little part, under this system, in the actual teaching, his attention being chiefly occupied with a general superintendence. Consequently, the amount of accurate elementary knowledge acquired by these boys of the first class, and, indeed, by the school generally, at the time

of commencing with their present arrangements, was found to be very slight in proportion to their age and the length of time they had been under instruction. What they had before learnt had been taught mechanically, without much attempt at reaching their understandings. Catechism, rules of grammar, and outlines of geography, had been learnt by heart, but with little apparent comprehension of the sense. Some of the older boys, who had advanced in arithmetic as far as interest, were ignorant of the principles of numeration. The discipline seems to have been maintained by a rigid system of corporal punishment. There was no Sunday school, nor were the boys supplied in their day-room with books.

Our examination was conducted in the manner described in the foregoing account of Norwood, with examination papers for each class, according to the form there given. The particulars required to be ascertained from each boy would for future examination be readily ascertained by each master, from a "progress roll," which we recommended that each should keep, and in which would be entered the day of every boy's coming to the class or to the establishment, the amount of his knowledge at the time, the date of his removal to a higher class or from the establishment, his acquirements on leaving it, and a brief statement of his general character and ability.

The number of boys in the fifth or lowest class was 25. Of these, eight had been from one to five years in the old workhouse-school, and had learnt very little. The rest had been under six months at the establishment. The class was reading the first book of the Christian Knowledge Society; writing short words on the slate, by dictation, on Mulhauser's method, learning numeration and simple addition, the definitions of terms, geography, and were beginning the first tables of 'Pestalozzi's Arithmetic.' They could repeat the text of the catechism, and knew a little of the Bible history.

In the fourth class there were 22 boys, 10 of whom had been in the workhouse-school from one to seven years, and whose average age was 11. These were very backward for their age. They were receiving the same kind of lessons as the class below, of which they were only slightly in advance.

In the third class there were 43 boys, of whom 23, averaging 10½ years of age, had been from two to five years and upwards in the workhouse-school. These knew very little in proportion to their age and the time they had been under instruction. They could only read with facility the same book as that used in the two junior classes; seven of them could not do a sum in simple addition; and none had yet got beyond that rule. Twelve could not put down figures correctly, not having been, until recently, taught the principles of numeration; and none can write more than their names, having only begun to learn to write on the 4th August, shortly after the school was placed on its present footing.

In the second class there were 43 boys, 25 of whom, between 11 and 15 years of age, had been from three to seven years in the workhouse-school. These were more backward, in proportion to their age and length of time in the workhouse-school, than those in the class below; eighteen failed in a sum in simple addition, nine in numeration, which none of them had been taught previously to the last month. The third reading-book of the Christian Knowledge Society, which they were attempting, was beyond their capacity. Ten could not write a single line from dictation; two cannot write at all. The only part of the examination which they performed creditably, was the mechanical repetition of the Catechism, to which, apparently, much time was given, as was commonly the case in schools conducted as this had been. Eight also wrote fairly one line from dictation; they have now commenced learning grammar and etymology, and the general outlines of geography, beginning with the great features of the globe—the mountains, rivers, &c.—according to the course of Mr. Hughes of Battersea. Of this class, the present master, Mr. Woollard, states that they could not make figures, when he found them in the old workhouse-school, in May, and could not tell the parts of speech or answer a question in grammar or geography.

In the first class there were 40 boys, of whom upwards of 20 were from 13 to 16 years old, and had been from three to seven years in the workhouse-school. The deficiencies of these boys were very marked in writing and ciphering, fifteen not knowing numeration, and none being able to do more than multiplication by one figure, or a sum in short division, in both of which several of them failed. The little they have learnt in both subjects has been acquired since they were taken in hand by the present master. Some attempted higher rules, but without knowing anything of the principles. The writing in the copy-books was bad. They were all, however, making progress. They read fluently, and with correct expression, from the fourth book of the Dublin Commissioners. They began the course of grammar and etymology in the early part of June, and can now parse a sentence and know some of the principal prefixes and roots. They know the first table of Pestalozzi, a few boys excepted, who had been much employed out of school. They are going on with Mr. Hughes' course of geography. In a trial of writing three lines from dictation, they all performed it creditably; 14 were fairly acquainted with the early part of the Old Testament, the rest were advancing, and all knew the Catechism well, by aid of the present accurate and intelligent teaching, and were acquainted with the leading facts of the New Testament.

The present masters describe the moral state of the boys, when they first took the management of them, as at a very low point. They were obedient; but their obedience had been inspired by frequent and irregular corporal punishments inflicted by various persons about the establishment, without due check. They were,

consequently, suspicious and deceitful. Many at first, the head master states, were in the habit of endeavouring to evade coming into school by rubbing their eyes, in order to create inflammation, Instances of lying and thieving from each other are still frequent. Quarrelling and the use of improper language were not uncommon, but are now checked. When they were first taken out for a walk, so much suspicion prevailed as to the treatment they were about to receive in the new establishment, that 20 of them absconded. These were precisely the same faults which were apparent at Norwood when the new arrangements were first introduced there in 1839. It may be not uninstructive, and it is certainly encouraging, to be able to add * the testimony of the chaplain at Norwood, as to the moral state of the school at the present time.

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* My Dear Sir, *Norwood, March* 5, 1846.

I duly received your letter of the 21st ult., expressing the joint request of Mr. Tufnell and yourself that I would write you my impressions of the moral state of the children in Mr Aubin's establishment for pauper children under the Poor Law Commissioners, at Norwood. I feel much diffidence in undertaking this task; but having communicated with the master of the boys' and girls' schools in this establishment, I have much pleasure in complying with your request as far as my own observations allow me to do so. And first, I must say of the establishment generally, that, considering the class of persons from whom the children are gathered, and the circumstances under which the greater proportion come to us, taking into account, also, the shortness of the time which many remain with us, and the almost daily influx of children of all ages, of all degrees of ignorance and vice, I am much pleased with their moral, industrious, and orderly habits, as well as with their feeling and intelligence. I can only attribute these happy effects to the silent, but effectual working of that great principle by which the whole system of education in the Norwood schools is knit together, namely, that the doctrines and sanctions of the Bible shall be the foundation upon which all the secular instruction and moral training of the children are based.

I do not mean to say that all, or nearly all, has been effected which might reasonably be hoped from this system: there is much needing correction, and in many points the children are capable of greater improvement. I am strongly persuaded, also, that very material amendment might be effected in carrying out the details of the system; and particularly by excluding, at least, from the schools, and the society of the other children, if not from the establishment, those who have attained a certain age, or who have once left it to go into service, and lastly, by making a much more careful selection of those persons who have the care of the children out of school-hours. The playground, the ward, and other places of resort out of school-hours, are the *home* of the children of this establishment; and unless the theory of domestic superintendence is practically carried out, by paying careful attention to the regulation of the children's conduct at such seasons, and that, too, by persons whose principles and deportment are calculated to exercise a wholesome influence upon them, I fear that the training and instruction of the schools will have comparatively but little effect.

But to enter more particularly into the moral state of the children, I have been much struck by their lively susceptibility, and their gratitude for any kindness shown them, as well as the affectionate feeling they entertain towards those who have the care of them. I have never heard an indecent or profane expression from any of the children, and very rarely have complaints of this nature come before me. Nothing approaching to a combined rebellion against authority has shown itself, although we have received children into the establishment in considerable numbers, who had been quite unmanageable in other pauper establishments. Quarrels are never serious, nor are they of frequent occurrence; on the contrary, the children appear to be peaceable, well-disposed, and kind to their companions. In several instances where an offence has been detected, I have found, upon appealing to the judgment of some forty or fifty boys, that they had an intelligent sense of the impropriety or moral guilt of the act committed; and on one occasion of theft, mentioned by the head master of the boys, they had shown a degree of indignation against the offender, by

It is to be hoped that a similar improvement in the tone of feeling and moral principle will by degrees make itself visible here. A similar mode of management is at work, a mild, yet firm discipline; a mode of instruction which aims at opening their minds and influencing their dispositions; and a kind treatment, which induces a feeling of confidence in their masters and in those set over them. Their hearts and minds appear to be responding to this management; they are becoming more frank and truthful, and are already much more docile, being readily controlled with a word or a sign. No angry threats are used towards them, and all punishments on the spur of the moment are forbidden. Slight corporal punishments,

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refusing to associate with him in their play-hours, which, if it had been directed against the offence only, would have evidenced a higher sense of morality than is often manifested by school children of a class far superior to themselves.

A very decided improvement has taken place in the punctuality and regularity of the boys in their attendance at their shops, and they are more industrious whilst engaged in their work. The evil habit of truanting, and breaking bounds, formerly of daily occurrence, is most effectually checked; and the drill-master reports that the boys, whilst under his care, are much more tractable and better behaved than they used to be. Mr. Wilson, the head master, states, (and in this statement the other masters entirely concur,) that the moral state of the boys attending school is in every respect much better than he has ever known it to be. Mr. Wilson notices particularly the marked improvement of their conduct during divine service, and their attention to the word of God; their attention to orders, and their prompt obedience; the very few instances that have occurred of individual insubordination, or deliberate obstinacy; the cheerfulness exhibited in the performance of duties; that they are generally less addicted than formerly to those vices which most easily beset boys when assembled in great numbers; and that, as far as his experience goes, he can put entire confidence in their word.

With respect to the girls, whilst much of what has been said generally is applicable to them also, I am at the same time bound to observe that they have laboured under many disadvantages, the evil effects of which are visible in the defects which exist in their intellectual and moral condition. It is hoped that the energy and ability of the present master (who has been but recently appointed, and is quite alive to the defects in his children) may be directed to ground them well in sound, useful, and religious knowledge, and to the administration of firm and wholesome discipline, tempered by Christian wisdom and meekness, forbearance and gentleness, which are so essential to the formation and development of the female character. But I fear that little permanent good will be effected among the girls, until an efficient and Christian female is appointed, whose duty it shall be to superintend them closely out of school-hours. When these influences, in conjunction with others, shall have been fairly brought to bear upon the children, I trust, with God's blessing, the girls' school may soon be raised to that state of moral and intellectual attainment, which may be justly expected of it.

The infant school was left by the late master, Mr. N. Gardiner, in a state most creditable to himself, and superior to any I have elsewhere seen.

Perhaps it may not be uninteresting to hear, as a proof of the permanent good effects of the education at Norwood, that on the occasion of the last aniversary meeting for young persons in service who had been trained in these schools, out of nearly 200 letters which I received from their masters or mistress, in answer to some printed questions addressed to them, as to the character and conduct of the young persons, there were but four bad, or very bad girls, and five ditto boys; six indifferent boys, and four ditto girls; all the rest being either good, or *very* good.

Believe me, my dear Sir,

Yours, very faithfully,

THOMAS BOODLE,

Chaplain to the Poor Law Commissioners School at Norwood.

Seymour Tremenheere, Esq.

if necessary, are administered after the school has been dismissed by the master alone. All instances of flogging will be entered in a book, according to the regulations of the Commissioners. Every occurrence of the day which may be made the subject of useful remark, is commented upon by the head master after evening prayers.

We subjoin a copy of some regulations we found it desirable to draw up, relating to various points of routine, which have been assented to by the Managing Committee of the Guardians.

Regulations regarding parts of the Routine of the Manchester School of Industry.

The under masters are not authorized to inflict corporal punishment.

The first assistant master is to report to the head master all cases of misconduct requiring such punishment, which will be inflicted by him, as he thinks fit, after consultation with the said master.

The first assistant master is authorized to impose such other punishments as he may think proper.

The head master will be expected at times to examine the children, and will give privately to the teachers of each school any suggestion he may have to make.

The head teachers of each school are authorized to make temporary alterations in the school routine, but permanent ones are only to be decided on by consultation between them and the head master, the final decision remaining with the head master.

The masters and mistresses are expected to rise at the ringing of the first bell, to be dressed and in their sitting-room at half-past six.

The first assistant master to be responsible for the execution of this arrangement as respects the teachers in the boys' school, and the head mistress to be similarly responsible for the female teachers.

All the teachers shall breakfast and dine together, but the male and female teachers will take tea and supper in their respective sitting-rooms.

The drillmaster will have charge of the boys out of school. The masters of the boys' school will, nevertheless, assist by turns in superintending the boys in the playground and occasionally taking part with them in their recreations.

The drillmaster will be expected to take the boys out to walk, and the schoolmistress the girls, once or twice a-week.

From 1st of October to 31st of March the boys' and girls' schoolroom is to be opened from 7 to 8, P.M., and one master and one mistress will be expected to attend in each to distribute books from the school libraries to those children who may want them, to encourage various quiet occupations, and to keep order.

The first assistant master and schoolmistress may leave the house whenever their duties do not require them to be present; but they

will be expected to report such absences, with the hours of leaving and returning, to the head master.

The other officers of the establishment are not to leave the house without permission of the head master.

Girls' School.

The girls' school contained, at the time of our visit, 179 children, distributed into four classes, whose occupations were regulated according to the following routine :—

ROUTINE for Kirkdale Girls' School, Liverpool, 15th August, 1845.

Hour.	FIRST AND SECOND DIVISION.		
	Monday, Wednesday, and Friday.	Tuesday and Thursday.	Saturday.
9—9½	Prayers	Prayers	Prayers.
9½—10	Gallery lessons, consisting of Religious instruction.		
10—10½	Sewing, &c.	Writing	Gymnastics.
10½—¼11		Spelling	
¼11—11		Recreation	
11—11½		Reading	Recreation.
11½—12		Arithmetic	
2—2½	Reading and Spelling		
2½—3			
3—3½	Writing	Sewing, &c.	Cleansing persons, garments, &c., and preparation for the Sabbath.
3½—¼4	Arithmetical Tables.		
¼4—4	Recreation		
4—¼5	Arithmetic		
¼5—5	Prayers	Prayers.	

Hour.	THIRD AND FOURTH DIVISION.		
	Monday, Wednesday, and Friday.	Tuesday and Thursday.	Saturday.
9—9½	Prayers	Prayers	Prayers.
9½—10			
10—10½	Writing	Sewing, &c.	Gymnastics.
10½—¼11	Arithmetical Tables		
¼11—11	Recreation		
11—11½	Arithmetic		
11½—12	Reading		
2—2½	Writing	The whole of the afternoon employed in cleansing persons, garments, &c., and preparation for the Sabbath.	
2½—3	Reading		
3—3½	Spelling		
3½—¼4	Arithmetical Tables		
¼4—4	Recreation		
4—¼5	Arithmetic		
¼5—5	Prayers		

As it was taught entirely by three women, who were also industrial mistresses, and had never been trained so as to acquire the art of imparting instruction, the deficiencies which must necessarily result

from the use of untrained teachers were, of course, apparent. There were 26 girls in the first class, when it was examined, whose average age was a little under 12, and who had been, on an average, five years in a workhouse. Three were 15 years of age, two 13, and eleven 12. They read tolerably well in Hogarth's History of England, and had some understanding of the meaning of what they read. They could also answer the simplest questions in religion. They had not been taught numeration, nor to write from dictation. They were unacquainted with any compound rules in arithmetic but could work a sum in simple multiplication when the multiplier did not exceed two figures, though on setting a sum of this description, five answers only were correctly given. Their writing was not far advanced.

The second class contained 27 children, whose average age was 10, and whose average time in the establishment was three years. They could read a little, and knew a little of the catechism by rote. Eleven performed correctly a multiplication sum, with 4 as a multiplier, not being able to manage a higher figure, and eight a simple addition sum. Of the third class, 12 could read a little in the first lesson book of the reading series of the Christian Knowledge Society, and of the remainder several would have been better in the infant school, as the presence of such young and uninformed children in a juvenile school is a serious hindrance to the progress of the others.

There were seven girls in the house whose average age was 15, and who had been on an average nearly five years in a workhouse, who could neither read nor write. One girl, 16 years of age, had been 15 years in a workhouse, without being able to read or write. There were two others, aged respectively 14 and 16, one of whom had been 10 years in a workhouse, and the other 15, neither of whom could read more than in a very slight degree, and one could write a little.

The infant school, being conducted by a woman who had not been regularly trained to the duty, was indifferently managed. Of all departments of teaching, that of infants is the most difficult to conduct satisfactorily by any one not trained to the occupation by a course of special instruction; but the difficulty of obtaining good infant-teachers is very great, and the Liverpool guardians are desirous of improving this part of their establishment.

The industrial occupation of the girls consists of sewing, washing, straw-platting, and the usual household work, the whole of which seemed managed in a way to ensure the object of forming useful servants, so far as the labour of the hands is concerned.

We have stated the results of our examination into their intellectual condition, which, as was to be expected, in the present nascent condition of the establishment, was inferior to what it ought to be, and to what we expect it to be in subsequent examinations. We do not express this opinion with the view of finding fault,

but for the purpose of placing on record the state of the children at the opening of the institution, and of thus testing their future progress.

February 21, 1846.

The novelty of the duties devolving on the officers of so large an establishment, rendered it expedient that, with your concurrence, we should repeat our visit to it at the end of six months from its being opened. We have found it necessary to make a few additional suggestions regarding matters of detail, which we hope will contribute to the satisfactory working of the institution.

The guardians had not yet been able to take the steps requisite for placing the girls' and infants' school on a proper footing, though very desirous of so doing.

The education of the boys was making marked progress. Since our last visit several boys had left the establishment, for various employments, from the first class, whose acquirements were greater than those whom we found in it, which were very respectable considering that they had had only six months of improved instruction. We subjoin an abstract of the state of the classes since the last inspection, which shows a satisfactory movement upwards, on the whole.

KIRKDALE INDUSTRIAL SCHOOLS, LIVERPOOL.

13*th February*, 1846.

First Class.

Since the date of last inspection (14*th August*, 1845), 33 boys have entered the first class, and 20 have left it; of the latter 4 have been promoted to be monitors, and 16 have left the establishment. The number of boys at present on the roll is 51. At the date of last inspection there were 38.

Second Class.

44 boys have entered this class, and 36 have left it; of the latter have been promoted to the first class, and have left the establishment. The number of boys at present on the roll is 52. At the date of last inspection there were 44.

Third Class.

56 boys have entered this class, and 44 have left it; of the latter 34 have been promoted to the second class, 1 has been removed to the infant school, and 9 have left the establishment. The number at present on the roll is 55. At the date of last inspection it was 43.

Fourth Class.

75 boys have entered this class and 52 have left it; of the latter 38 have been promoted to the third class, 4 have been removed to the infant school, 1 has died, and 9 have left the establishment. The number of boys at present on the roll is 47. The number at the date of last inspection was 24.

Fifth Class.

65 boys have entered this class, and 72 have left it; of the latter 56 have been promoted to the fourth class, 9 have been sent to the infant school, and 7 have left the establishment. The number of boys at present on the roll is 28. At the date of last inspection there were 35.

We also add an abstract of the state of the school business for a week. These abstracts will be kept regularly, and will show at any time the course of instruction which has been pursued. It will not have arrived at its maximum until about three years from the opening of the establishment; as it will require that time to bring forward any number of boys from the lowest to the highest class, who will have had the benefit of the intellectual and moral training which, under its present competent master, will pervade the school.

Kirkdale Industrial Schools, near Liverpool.

First Class.

Date.	Day.	Religious Instruction.	Reading.	Grammar and Etymology, &c.	Slate Arithmetic.	Pestalozzi.	Geography.	Dictation and Composition.	English History.	Music.
1845.										
Feb. 16	Monday .	Gen. xix. John xviii.	Juvenile Rd. p. 160 .	..	Mul. p. 25, Note 1	5th Exer. Case ii. 3rd line	Countries of Europe	..	..	..
,, 17	Tuesday .	Ditto	Ditto . . .	Verb	Ditto . . .	Ditto	Ditto . . .	..	..	Fifths.
,, 18	Wednesday	Exam. by Rev. Chap.	Ditto p. 167 .	The Tenses of Verbs	..	..	..	..	..	Purcell's chant.
,, 19	Thursday	Catechism . . .	Titles & Abbreviations	..	Mul. p. 25, Note 1	5th Exer. Case ii. 3rd line	Countries of Europe	..	..	..
,, 20	Friday .	Gen. xxi.	Juvenile Rd. p. 174 .	Parts of Speech .	Ditto . . .	5th Exer. Case ii. 4th line	Ditto . . .	..	..	1st song on fifths.
,, 21	Saturday	Ditto	Ditto	..	..	..	..	..	..	Ditto.

Second Class.

Date.	Day.	Religious Instruction.	Reading.	Grammar and Etymology, &c.	Slate Arithmetic.	Pestalozzi.	Geography.	Dictation and Composition.	English History.	Music.
Feb. 16	Monday .	Gen. xix. John xviii.	2nd Book, p. 55 . .	Pronoun . . .	Multiplication, p. 26	4th Exercise, 6th line .	Countries of Europe	..	..	..
,, 17	Tuesday .	Ditto	Ditto	Ditto . . .	Ditto . . .	Ditto	Ditto . . .	..	..	Fifths.
,, 18	Wednesday	Catechism . . .	2nd Book, p. 57 . .	..	..	..	..	..	..	Purcell's chant.
,, 19	Thursday	Exam. by Rev. Chap.	Ditto	Pronoun . . .	Multiplication, p. 26	4th Exercise, 7th line .	Countries of Europe	..	..	..
,, 20	Friday .	Gen. xxi.	2nd Book, p. 59 . .	Ditto . . .	Ditto . . .	Question on the 4th Exer.	Ditto . . .	..	..	1st song on fifths.
,, 21	Saturday	Ditto	Ditto	..	..	..	..	..	..	Ditto.

Third Class.

Date.	Day.	Religious Instruction.	Reading (2).	Reading (1).	Melrose (1).	Melrose (2).	Pestalozzi.	Mulhausen.	Tables.	Music.
Feb. 16	Monday .	Gen. xi. 1-9, Matt. iii. 13-17.	Ph. Sp. 1st Book 18.	Ph. Sp. 2nd Book, p. 34-36.	Addition, p. 19-20, Sub.	Numeration, p. 17-18 .	Question Book, 12-7	Tablet i. paper	Multiplication, 6-7.	..
,, 17	Tuesday .	Gen. xii. 1-5, Luke iv. 1-13.	Ph. Sp. 1st Book, p. 19.	Ph. Sp. 2nd Book, p. 36-39.	Addition, p. 19-20.	Ditto	Question Book, 12, 7, and 8.	Ditto . .	Ditto .	Spelling instead.
,, 18	Wednesday	Gen. xii. 1-5, Luke iv. 13.	Ditto	Ditto . . .	..	..	..	..	Ditto .	Names of notes, times.
,, 19	Thursday	Gen. xii. John ii. 1-12.	Ph. Sp. 1st Book, p. 39.	Ph. Sp. 2nd Book, p. 39.	Addition, p. 19-20, Sub.	Numeration, p. 17-19.	Question Book, 12-8	Arithmetic .	Ditto .	..
,, 20	Friday .	Ditto	Ditto	Ph. Sp. 2nd Book, p. 39-42.	Addition, p. 19-20	Ditto	Ditto . . .	Ditto . .	Ditto .	Gregorian chant.
,, 21	Saturday	Church Catechism .	1st Book, p. 21 . .	2nd Book, p. 40-42.	..	..	..	..	Ditto .	Greg. chant, names of notes, times.

Fourth Class.

Date.	Day.	Religious Instruction.	Reading.	Melrose.	Writing.	Tables.	Reading.	Pestalozzi.	Geography.	Music.
Feb. 16	Monday .	Catechism, Matt. ii.	1st Book, p. 32 . .	Phonic Spelling .	..	Mul. 2 and 7 Times .	Phonic Spelling .	1st Exercise .	Definitions .	..
,, 17	Tuesday .	Gen. ii., Catechism .	1st Book, p. 6 . .	Ditto . . .	..	Ditto	Ditto . . .	Ditto . .	Ditto .	Part II. Singing Manual.
,, 18	Wednesday	Ditto	1st Book, p. 7 . .	Ditto . . .	..	Ditto	..	..	..	Gregorian chant.
,, 19	Thursday	Catechism . . .	1st Book, p. 8 . .	Numeration, p. 17-18	..	Ditto	..	1st Exercise .	Definitions .	..
,, 20	Friday .	Gen. ii., Catechism .	1st Book, p. 9 . .	Ditto . . .	..	Ditto	1st Book, p. 9 . .	Ditto . .	Ditto .	Gregorian chant.
,, 21	Saturday	Catechism . . .	1st Book, p. 10 . .	..	..	..	Phonic Spelling .	..	..	Purcell's chant.

Fifth Class.

Date.	Day.	Religious Instruction.	Reading.	Writing Manual.	Arithmetic.	Tables.	Drawing.	Catechism and Hymns.		
Feb. 16	Monday .	Duty to Neighbour .	Phonic Spelling . .	Tablet 4th, "lull"	Addition . . .	2, 3, and 4 times . .	..	Duty to God .	..	..
,, 17	Tuesday .	Gen. xii.	Ditto	Tablet 4th, "till"	Numeration, p. 17-18	Ditto	Tablet No. 3 . .	Duty Neighbour	..	..
,, 18	Wednesday	Duty to Neighbour .	Ditto	Ditto . . .	..	..	..	..	..	..
,, 19	Thursday	Gen. xii.	Ditto	Ditto . . .	Numeration, p. 17-18	3, 4, and 5 times . .	..	Duty to God .	..	..
,, 20	Friday .	Duty to Neighbour .	Ditto	Ditto . . .	Addition . . .	4 times	Tablet, No. 3 . .	Duty Neighbour	..	..
,, 21	Saturday	Gen. xix.	Ditto	Ditto . . .	..	..	..	..	..	..

Of the number of boys who were stated as having left the second class, 31 were promoted to the first class, and 5 have left the establishment.

Manchester School of Industry, Swinton.

[7th March, 1846.

THE elevation and plans of this magnificent establishment for pauper children, are given in the volume of Minutes of the Committee of Privy Council on Education, 1842-3. It would, therefore, be unnecessary to do more than refer to that volume, were it not that some alterations have been made during the progress of the building, and that as other similar establishments are contemplated elsewhere, it may be useful at this time to put on record the various kinds of accommodation for which it will be found necessary to provide. We accordingly subjoin an abstract of the arrangements on each floor.*

The building is well situated five miles north-west of Manchester. It stands upon two acres of ground. The length of front is 450 feet, and the elevation 40 feet, with two central towers for the purposes of ventilation. The style is Tudor; the material red brick, faced with stone. The architectural effect of the whole is very striking. The playgrounds, &c., occupy two acres, and 18 acres more are comprised within the enclosure of the establishment for garden cultivation and spade husbandry, which will form part of the employment of the boys.

The establishment is designed for 1200 boys, girls, and infants. At present, in consequence, chiefly, of the general demand for labour, the numbers do not much exceed 600. We add a list of the existing staff of officers and servants with the amount of their salaries.† We are informed that the aggregate cost of the salaries and board for the full number of children would be £1600 per annum, or £1 10*s.* per head for instruction and superintendence; and that the separate calculations of the head master, the clerk of the union, and the governor of the union workhouse, brought out the total prospective cost, per annum, of this establishment, as follows, viz.:—For 500 children, at the rate of 5*s.* 10*d.* per head per week; for 800 children, at the rate of 4*s.* 5*d.* per head per week; and for 1000 children, at the rate of 4*s.* per week. This calculation includes rent-charge, taxes, and interest of money expended. The building and premises will have cost, by the time they are finally completed, the large sum of £50,000; full £15,000 of which, is to be attributed, as we were informed, to the unforeseen difficulties of the site, to the cost of obtaining an adequate supply of water, and to alterations in the plan after the building was commenced, with the view of perfecting the ventilation. A readier mode of access to the store-rooms and cellars for carts was also found to be necessary.

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* Appendix No. I. See also detailed statement of the alterations from the original plans, in Letter from Mr. Parker (Master), Appendix No. V.

† See Appendix No. II.

The above rate of cost per week was calculated upon the dietary of the children while at the old union workhouse, and the establishment in connexion with it. As, however, the instruction which will be afforded to the children in the present establishment, both in their schools and in the workshops, &c., will be of a better kind, and will consequently make a greater demand upon their faculties, it is necessary to improve both the quantity and quality of their food. Accordingly meat is provided for them four times a-week instead of three, and bread and milk is substituted at their supper for oatmeal porridge. The cost of this alteration was calculated at under 6*d.* per head per week, or about 670*l.* per annum for 600 children.*

Every provision has been made by the Board of Guardians with great liberality for the health and comfort of the children, and for securing them good instruction in school and a useful training out of it, so as best to promote the object of the institution—that of guaranteeing the rate-payers against any future charge on behalf of these children, by disposing them to earn their own living by independent labour, and giving them the intelligence to enable them to do so. The table of the daily routine (Appendix No. III.), drawn up by the head master, Mr. Parker, exhibits in one view the process of intellectual and religious and moral instruction, and of training in good habits, including those of useful industry, by which those ends are sought to be attained.

The chaplain, the Rev. W. T. Flower, informed us that he found he could not adequately perform his duties without devoting to them six hours daily. He has favoured us with a summary (Appendix No. IV.) of the course of religious instruction which he had commenced. We regret to add that his valuable services are soon to be transferred to a wider sphere of usefulness.

The arrangement of the school-rooms and the methods of teaching are those adopted at the training institution for masters at Battersea.

The facilities thus afforded to a master who has been practised in the difficult art of teaching, enable him, with the aid of a pupil teacher to each class, to give a wider range to his course of instruction, and thus to open and invigorate the minds of the children. Without this general expansion of the faculties by means of a judicious course of intellectual instruction, it is imposible that the aim of this establishment—that of raising these children from the grade of pauperism—could be successful. It is, therefore, with that

* *Dietary* (*Feb.*, 1846)—
Breakfast, oatmeal porridge, with a pint of milk.
Dinner, 4 days, meat.
„ 2 „ rice milk.
„ 1 day, pease soup.
Supper, 6 oz. of Bread and a pint of milk.

especial object in view that subjects are taught (as for instance, geography, grammar, etymology, &c.) which at first sight may seem inappropriate to children of this grade. And it is with the same intention that a considerable portion of the time, both of the boys and girls, is given to a variety of trades and manual employments, not with the immediate desire to produce any great degree of skill in either, but to cultivate a general intelligence and aptitude of mind and hand, which will improve their powers, whatever may be their future calling, and add to their chances of maintaining themselves in independence. The ample space of garden-ground attached to the establishment will afford an excellent opportunity of exhibiting a specimen of the best kind of cultivation. It would thus become, under good guidance, a model to the neighbourhood, and, to the boys, the best school for agricultural service.*

The schoolmasters and drillmaster of the boy's school, and the masters and mistresses of the girls' and infants' school, exercise a watchful care to improve the habits and manner of the children committed to them; to preserve order and decency at their meals and in their bed-rooms; to promote cheerfulness and create a feeling of attachment and confidence toward themselves, by kind and mild treatment. No punishments approaching severity have been found necessary, even at the opening of the establishment, when the difficulties of management were naturally greatest.

The aim of all is to discharge their duties in a Christian spirit, and to cause the working of the establishment to conform in its various details to the model of a well-ordered family. Occasional addresses by the head master after morning or evening prayer to all present, will be directed towards correcting any faults that may have become visible, setting right what might have become misunderstood, or giving salutary admonition or advice. An earnest and

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* It is remarkable how much of the elementary principles of science, as applied to the cultivation of the soil, may be usefully taught to very young boys at the common schools of the country, without interfering in the least with the ordinary course of school instruction. This fact was proved to the satisfaction of the Highland Society at their meeting at Glasgow in the spring of 1844, and has since been demonstrated in a considerable number of the parochial schools of Scotland. The manual in general use for teaching the principles of science, as applied to agriculture, is Professor F. W. Johnston's Catechism of Agricultural Chemistry and Geology, (Blackwood, London and Edinburgh), first drawn up at the request of the Scotch parochial schoolmasters about three years ago, and now in its fourteenth edition. Where a piece of land is attached to the school, these principles may be shown to practice; with the additional advantages of enabling a boy, out of eight or ten rods of ground allotted to him, to pay his schooling, and earn from 10*s.* to 30*s.* besides, after all outgoings, and of giving him an excellent preparation for the labours and employments of his life. (See "Minutes of Committee of Privy Council on Education," 1842-3, p. 539, Report on School of Industry.) Where no land is to be had, Professor Johnston informs me that, nevertheless, a large body of the parochial schoolmasters of Scotland are teaching the *principles* of scientific agriculture with success.—*S. T.*

parental care and watchfulness of this kind will scarcely fail to reach the hearts and minds of those who are its objects.*

Particular attention is given to the instruction of the girls in all needful household work, and in cultivating in them habits of neatness, carefulness, and propriety. In addition to this, the teaching which they will also receive in school, will, with the example of the habits and demeanour of those under whose charge they are placed, better qualify them for their duties in life, whether in domestic service or presiding over the labouring man's home.

Boys' School.

Before being moved into this establishment, the boys were thus distributed:—about 50 of the older ones were kept at the Manchester workhouse, and the remainder, about 120, at a workhouse for boys alone at Blakeley. Those at the latter place appear to have received very little instruction if any. Among the former, a fair proportion could read tolerably well, and some wrote fairly, but in other respects they had learnt very little. The deficiency indeed of all except a few in the first class was remarkable, considering their ages and the length of time they had been in the respective workhouses. It will scarcely be expected to be otherwise, as they had had the benefit of no better instruction than could be given by respectable pauper inmates of the workhouse. Twenty-six out of 33 in the fourth or lowest class, who had been upwards of a year in the workhouse at Blakeley (12 of them had been there more than two years), did not know their alphabet; their age averaged about eight years. In the third class, 27 out of 37 had been upwards of a year; 17 had been more than two years in the same workhouse (average age about ten); these could only read small words, and that with difficulty, and had learnt no ciphering except adding small numbers together mentally. Five or six of these knew a little of the Bible history, but the rest knew nothing of the simplest elements of Christianity. Of the 2nd class, 26 out of 34 had been upwards of two (sevenmore than four) years in the old workhouse (average ages about 12 years), yet none of these could read an easy book, or write except on slates, and that very indifferently, nor did they know the Multiplication Table. The chaplain and master also reported them as knowing very little of the common principles of religious belief.

Of the 42 in the first class, all of whom had been several years in the workhouses of Manchester and Blakeley, 17 had had the advantage of nine months' instruction by their present master before they were removed to this establishment. These were advanced in proportion beyond the rest both in accuracy of reading, &c.,

* See extracts from the printed addresses of the chaplain and head master, Appendix VI.

and in general intelligence. They were, however, all very backward in most respects, considering their respective ages, and the length of time they had been under instruction elsewhere. Not one of them could put down a sum in Single Addition correctly, being ignorant of numeration. Of those who had come from the Manchester workhouse not one knew the simplest fact of geography, even of the part of the country nearest to them. The little instruction which they had received appeared to have been purely mechanical. They read fairly, but without, however, being able to show that they understood what they read. Their writing was fair, and they could do sums in Multiplication when set down for them. They also knew the text of the Catechism, and a portion of the Bible History.

We recorded the names and ages of all the boys of this school, and also the result of the examination, on the printed forms, of which we have given a specimen in our Report upon the Kirkdale school. These papers will afford a means of comparing their future progress with their present state, and of testing the general efficiency of the school after it has been some time in operation.

Various unavoidable delays had prevented the completion of the arrangements for receiving the girls and infants even at the period of our second visit. We therefore beg to refer, for the amount of instruction possessed by the girls, on their entering the establishment, to the subjoined record of it by the chaplain and master (Appendix No. V.)

We have the honour to be, Gentlemen,
Your obedient Servants,

(Signed) E. C. Tufnell,
Seymour Tremenheere.

To the Committee of Council on Education.

Appendix No. I.

An Abstract of the Arrangements on each Floor.

Basement.—Arched rooms, containing hot-water apparatus for warming the building,
Cellars,
Store-rooms—flour, grocery, and vegetable store,
Bakehouse,
Bread-room,
Scullery,
Engine-house,
Washhouse and laundry,
Washhouse and laundry for the infirmary linen,
Carpenters' workshop.

CENTRAL RANGE (front).

Ground Floor.—Two day-rooms (boys and girls),
Two lavatories (do.)
Two wardrobe-rooms (do.)
Two bath-rooms (do.)
Tailors' and shoemakers' shop,
Girls' work-room,
Apartments for teachers,
Porter's lodge,
Larder and dairy.

First Floor.—Hall,
Board-room,
Head master's and other officers' apartments,
Boys' and girls' school-rooms,
Four dormitories,
Apartments for officers in the wings.

Second Floor.—Six dormitories,
Sleeping apartments for the officers in the wings.

CENTRAL RANGE (left side).

Ground Floor.—Kitchen and master's dining-room.

First Floor.—Chaplain's room,
Surgeon's room,
Officers' apartments.

Second Floor.—Dormitory.

CENTRAL RANGE (right side).

First Floor.—Servants' apartments,
Dormitory.

Second Floor.—Dormitory,
Dining-hall and chapel,
Infants' school and class-room,
Infants' day-room.

BACK RANGE.

Infants' department.

Ground Floor.—Surgery,
Officers' rooms,
Infirmary kitchen,
Infants' lavators,
Two dormitories.

First Floor.—Three dormitories,
Officers' apartments,
Infirmary,
Fourteen wards,
Stables, piggeries, &c.

Appendix No. 2.

Officers and Servants of the Establishment—Amount of Salaries and Cost of Board, &c.

		£.	s.
	Chaplain. . . . . (Salary)	200	0
2	Head master and mistress of the establishment (Salary 200*l.* and board)	200	0
1	Surgeon	50	0
1	Master of boys' school	60	0
1	1st Assistant do.	40	0
1	2nd do.	20	0
2	Two pupil teachers, each 4*l.*	8	0
2	Master or mistress of girls' school	90	0
2	Assistant master and mistress	50	0
1	Sewing-mistress	20	0
2	Infant school master and mistress	70	0
2	Steward and wife, who is head laundress . .	70	0
2	Storekeeper and wife, who is head nurse . .	40	0
1	Drillmaster	30	0
	Engineer and gasman—one 30*s.* per week . .	78	0
	Three stokers (one gas, one warm water, and one engine), at 12*s.*	93	12
	Joiner, 30*s.* per week	78	0
2	Two cooks, 15*l.* and 12*l.*	27	0
2	Two kitchen-maids, 10*l.*	20	0
1	One scullery-maid	8	0
	Head laundress included with steward.		
4	Four laundresses, one at 12*l.*, two at 10*l.*, one at 8*l.*	40	0
3	Three dormitory-women, at 10*l.*	30	0
3	Three housemaids, at 10*l.*	30	0
	Head nurse, infant department, included with storekeeper.		
6	Six nurses	60	0
1	Porter	30	0
—	Salaries £		
42	Board, &c., of the above 42 officers and servants, at 6*s.*	655	4
	Total cost of officers and servants	2097	0
	Interest on 50,000*l.* at 4½ per cent. . . .	2250	0
	Repairs and sundries	500	0
		£4847	0

	s.	d.
Averaged over 500 children given per head per week	3	8
Add board, clothing, coals, &c., &c. . .	2	2
	5	10

The same amount of 4847*l.* may be averaged over 800 or 1000 children, as very few, if any additional servants would be required for that number:

	s.	*d.*	
Say per 1000	1	10	per week.
Add	2	2	
	4	0	
	s.	*d.*	
Say 800	2	3	per week.
Add	2	2	
	4	5	

Appendix No. III.

Daily Household Routine.

Rise at 6.
7¼, Prayers in dining-hall.
7½, Breakfast.
¼ before 8, teachers' breakfast.
½ before 9 to 12, school.
12½ Children's dinner.
1, Officers' dinner.
2 to 5, school.
5½, Officers' tea.
6, Children's supper.
6½, Evening prayers in dining-hall.
8, Children to bed.
9, Officers' supper.

The routine for the workshops and household work will be formed forthwith.

Temporary Routine.

Boys' School.

First Division. First Class.	Second Division. Second and Third Classes. Mr. W. Wilkins.
Morning.	Morning.
8¾ to 9¼,—Bible and Catechism.	8¾ to 9¼,—Bible and Catechism.
9¼ to 10½,—Pestalozzi.	9¼ to 10½,—Pestalozzi.
10½ to 10¾,—Recreation.	10½ to 10¾,—Recreation.
10¾ to 11½,—Arithmetic.	10¾ to 11½,—Arithmetic.
11½ to 12, —Dictation.	11½ to 12, —Writing.
Afternoon.	Afternoon.
2 to 3, —Reading.	2 to 3, —Reading.
3 to 3½,—Geography.	3 to 3½,—Geography.
3½ to 3¾,—Recreation.	3½ to 3¾,—Recreation.
3¾ to 4½,—Writing.	3¾ to 4½,—Writing.
4½ to 5, —Pestalozzi and Tables.	4½ to 5, —Tables.
Wednesdays and Saturdays.	*Wednesdays and Saturdays.*
8½ to 9½,—Bible and Catechism.	8¾ to 9¼,—Bible and Catechism.
9½ to 10, —Linear Drawing.	9¼ to 10½,—Writing.
10 to 10½,—Writing.	10½ to 10¾,—Recreation.
10½ to 10¾,—Recreation.	10¾ to 11½,—Reading.
10¾ to 11½,—Writing.	11½ to 12½,—Vocal Music.
11½ to 12½,—Vocal Music.	

Third Division. Fourth and Fifth Classes.

Fourth Class.—Morning.	Fifth Class.—Morning.
8¾ to 9¼,—Bible and Catechism.	Bible and Catechism.
9¼ to 10½,—Writing.	Reading.
10½ to 10¾,—Recreation.	Recreation.
10¾ to 11½,—Reading.	Arithmetic.
11½ to 12, —Geography (Map).	Descriptive Geography.
Afternoon.	**Afternoon.**
2 to 2¾,—Reading.	Arithmetic.
2¾ to 3½,—Arithmetic.	Writing.
3½ to 3¾,—Recreation.	Recreation.
3¾ to 4½,—Writing.	Reading.
4½ to 5, —Tables and Object Lessons alternately.	Object Lessons.
Wednesdays and Saturdays.	*Wednesdays and Saturdays.*
8¾ to 9¼,—Bible Lessons and Catechism.	Lessons and Catechism.
9¼ to 10½,—Reading.	Writing.
10½ to 10¾,—Recreation.	Recreation.
10¾ to 11½,—Writing.	Reading.
11½ to 12½,—Vocal Music.	〃

Girls' School.

First Class. First Division.	Second Class. Second Division.
Morning.	**Morning.**
8¾ to 9½,—Reading.	8¾ to 9½,—Reading.
9½ to 10¼,—Needlework.	9¼ to 10¾,—Arithmetic.
10¼ to 10¾,—Recreation.	10½ to 10¾,—Recreation.
10¾ to 11¾,—Bible and Catechism.	10¾ to 11¾,—Bible Catechism.
11¾ to 12, —Tables.	11¾ to 12, —Tables.
Afternoon.	**Afternoon.**
2 to 3, —Arithmetic.	2 to 3, —Needlework.
3 to 3¾,—Writing.	3 to 3¾,—Writing.
3¾ to 4, —Recreation.	3¾ to 4, —Recreation.
4 to 4½,—Geography.	4 to 4½,—Geography.
4½ to 5, —Reading.	4½ to 5, Reading.
Wednesdays and Saturdays.	*Wednesdays and Saturdays.*
8¾ to 9¼,—Object Lessons.	8¾ to 9¼,—Writing.
9¼ to 10, —Arithmetic.	9¼ to 10, —Reading.
10 to 11, —Bible and Catechism.	10 to 11, —Bible and Catechism.
11 to 11½, Reading.	11 to 11½,—Object Lessons.
11½ to 12½,—Vocal Music.	11½ to 12½,—Vocal Music,

Third Division. Third, Fourth, and Fifth Classes.

Morning.	Afternoon.
8¾ to 9½,—Writing.	2 to 3, —Arithmetic.
9½ to 10¼,—Reading.	3 to 3¾,—Reading.
10¼ to 10¾,—Recreation.	3¾ to 4, —Recreation.
10¾ to 11¾,—Bible and Catechism.	4 to 5, —Needlework.
11¾ to 12, —Tables.	
Wednesdays and Saturdays.	
8¾ to 9¼,—Reading.	11 to 11½,—Pestalozzi.
9¼ to 10, —Object Lessons.	11½ to 12½,—Vocal Music.
10 to 11, —Bible and Catechism.	

Appendix No. IV.

Chaplain's Daily Routine.

At quarter-past seven I read morning prayers, when every teacher is expected to attend at the head of his or her class. At half-past eight I commence my religious lessons in the boys' school, in which I take two classes daily. The remainder of the morning is devoted to the infants' and girls' school, in the latter of which I also take two classes daily. Having discharged my duties in the schools, I proceed to the infirmary and sick wards, where I remain a longer or shorter period according to the number of the sick and the nature of the cases. In the afternoon I also visit some one of the school-rooms, in order to watch the conduct of the children whilst receiving instruction from the several masters. At half-past six I read the evening prayers.

In order to secure uniformity of religious teaching, and to prevent the minds of the children being perplexed and distracted by even the slightest possible difference of opinion, I reserve all doctrinal teaching in my own hands. Hence, all the lessons upon the Church Catechism, and the Book of Common Prayer, are given by myself; and, in order the more effectually to secure this desirable object, I draw up every week a cycle of Bible lessons to be given by each teacher. By this means I am enabled to exercise a watchful supervision over the whole of the religious instruction; and by making my lessons bear upon the subjects treated of by the masters, I can test their efficiency as teachers, and ascertain the effect produced upon the children. Hitherto, I am happy to say, the result has been highly satisfactory, as it has shown care and diligence on the part of the teacher and attention on the part of the scholars.

I am moreover engaged in making a selection of the elder boys and girls, in order to prepare them for the ensuing confirmation of the Lord Bishop of Chester in the month of June next. These classes I purpose meeting for an hour or so in my own room, in the hopes that I may, by a careful course of religious instruction, impress them with a due sense of the deep importance of the step they are about to take.

The Playground.

As I have explained my views and feelings upon this most important branch of moral teaching, in an Address which I hope to forward to you in a few days, I need not now enter fully into the subject; I cannot, however, neglect the opportunity of stating that I feel most strongly that every principle that I have there laid down for the guidance of the masters, applies with equal, if not greater force to myself, and all chaplains of kindred institutions. It is impossible to assign limits to our work, or to say when it is done. It cannot be confined to direct religious teaching; the character and condition of the children with whom we have to deal, and the high and holy objects we have to work out, prevent such a supposition being entertained even for a single moment. All will readily concede that it is most important that the children should not be left to themselves during the hours of recreation, and that some of the masters should be generally amongst them. But if we would have them take a deep and lively interest in the children, and feel it their joy to be much with them in the play-ground, we must set them the example. We must show them that we desire to impose no burthen on them which we shrink from bearing ourselves. The influence of our example upon the

masters, were argument forcible enough to induce us to spend much of our time in the playground.

But there are other and more important considerations which tend to show the benefits resulting from such a line of procedure. It is essential, for instance, that our sermons should have a direct bearing on those sins to which children are most prone; but this cannot be unless we have a knowledge of their tempers, habits, and dispositions; and this knowledge we can only gain by intercourse with them at times when our presence does not act as a restraint.

It is, moreover, much to be wished that these poor and unfortunate children should be taught to know and feel, that however dark and cheerless their lot may be, they have a friend who sympathizes with them, and to whom they can unbosom their hearts, and tell their sorrows, trials, and temptations. But if we would have them in after-life act upon these principles, and realize the blessedness of spiritual advice and guidance, we must begin the training of them whilst under our own immediate care. We must teach them that we are their *friends*, who love them, and whose whole heart's desire it is to do them good in every possible sense of the word; and to this end we must employ every means by which we can gain confidence and win regard. Now, however kind we, the chaplains, may be, when giving our lessons, we can never persuade them that we are their friends, unless we show that we are so in reality and in truth, by mingling with them at other hours than those of mere professional intercourse.

Holding these views upon this subject, I make it a matter of duty to be much with the children in the playground, and to join them in their various games. And though some, perhaps, who think differently with me upon this particular, and others who do not think at all, may feel tempted to smile at my so doing, yet I have already seen too great benefits resulting from this line of conduct to induce me to make any change whatever in this respect. It is much to teach children how to play. As might have been expected, this was a lesson which our children had to learn. Before they came here they had, I presume, been allowed to do pretty nearly what seemed good unto them. Bad tempers, such as anger and revenge, were indulged in on the slightest provocation; unmeaning words (and sometimes worse than that) were being constantly used. To correct these and similar errors has been my anxious study; and whenever any case of the kind occurs, I take the offending party apart from the rest, and question him on some portion of the Bible that bears upon his sin, and so lead him to think what a grievous fault he has committed. The best results have accrued from this mode of treatment. Good temper prevails to a far greater extent than before. This healthy tone, I am convinced, can only be preserved by continued watchfulness and untiring energy.

Sunday Services.

My Sunday arrangements are at present incomplete and unsatisfactory; in fact an alteration is about to be forthwith made respecting them. According to existing arrangements, the children are assembled in school at nine, when the collect for the day is explained to them. At half-past ten we have Divine Service. At two in the afternoon the children are again assembled in school, and questioned upon the morning sermon. At three we have Divine Service.

The difficulty with which we have to contend, is the great length of the morning service. Little children get wearied, and their attention is distracted in consequence thereof. I purpose, therefore, to remedy this, by saying the morning prayers at an earlier hour, and the Litany, Communion, and sermon, at the usual time.

I intend also to make a change in the character of my sermons. Heretofore I have endeavoured to adapt *all* my discourses to the understanding of the children. I purpose, however, for the future preaching only one sermon expressly to the children, and the other to the up-grown members of the establishment, many reasons having induced me to make this change. We employ a great number of adults; and although none will deny that truth is truth, in however simple language it may be stated, yet we know full well that people will not apply principles to themselves unless they are directed to themselves. The children will not suffer by this change, but on the contrary, be materially benefited; and I am not without hopes that nearly all the elder children will understand my discourses, especially when I take into account the valuable etymological lessons given in the schools.

Of the present *attainments* of the children upon this particular, I would that I could speak more cheerfully. The present state of religious information is very low indeed; with some few great facts of the Bible some of them are conversant, but of the Church Catechism they knew *nothing*. When I so speak, I do not mean that they cannot repeat the answers contained therein, but they have no notion of the meaning of the words they use, or the connexion in which they stand. It is high time that the broken Catechism should be cast aside, and the children taught the full import of those valuable answers they so carelessly repeat. The great change that has already taken place in two classes renders one full of hope for the future.

Deficiencies.

I may be permitted, I trust, to point out two great deficiencies which should be avoided in all institutions of this kind that may hereafter be raised. We have no chapel for the celebration of Divine Service. Until we have, we shall make comparatively slight advances in the religious education. Reverence for holy places is a lesson we cannot teach here, where one and the same room is used for a dining-hall and chapel. I feel most pained when I think upon it, and have made a suggestion to the guardians which I hope will be adopted, viz. to divide the halls into two parts, and have one set apart for religious worship. This will remove the evil for a while, but a chapel must be built. It may be a saving of expense to other boards if they think upon this in time.

I would also recommend that a house should be built in connexion with the institution. No chaplain can ever discharge his duties as he should do, unless he be continually on the premises. And it may happen, where this provision is not made, that he may be compelled to reside at some distance from the sphere of his duties, in which case he cannot but be inefficient.

I cannot conclude without mentioning the great anxiety of Mr. Parker to give every efficiency to my plans.

I am, &c.,

(Signed) J. B. Flower, *Chaplain.*

Appendix No. V.

Manchester Schools of Industry, Swinton, March 3rd, 1846.

Sir,—I have the pleasure to enclose the examination papers of the girls' school which you requested me to fill up. I find the lower forms very deficient, and the first class considerably in advance of the second; none of the children have any idea of the principles on which the rules of arithmetic are based, and few have any, none a distinct, notion of the principles of numeration, although some can numerate to six figures. I trust, however, that with the increased appliances we now possess, a year's instruction will produce results both evident and satisfactory. I also hand you herewith the list of officers and salaries to which I have added the probable cost per head of the children.

Our disciplinary regulations out of school, as well as the working of the boys' industrial department, were delayed and obstructed by the want of a drillmaster. The lads who came from Blakely having been under previous control, are tolerably well behaved, but those from Manchester, being older and more accustomed to their own way, have been exceedingly troublesome, and it still requires all our prudence and firmness to repress, without recourse to frequent or severe punishments, their determined obstinacy and irregular habits, and bringing them to submit quietly to the disciplinary regulations of the establishment. We have great difficulty in procuring suitable servants for the various departments, many of those at first engaged have left us, not liking the bustle and confinement of their situations.

You request to be informed what alterations have been made on the original plan of the building. In replying to this question, I must speak of the printed plan from memory, as the only copy I possessed was destroyed some time since.

1. The original lavatories were far too small, provision being made in them for washing about 40 at once instead of 100 children; allowing a quarter of an hour for washing each draught, two hours and a half would have been occupied in washing 400, whereas that number can now be washed within an hour by the substitution of the tailors' shop on the boys', and of the work-room on the girls' side. The plan-lavatories I have converted into boys' and girls' wardrobes, and have made one of the rooms opening from the boys' covered area my tailors' workshop.

2. The bakehouse and flour-store were too small; of the former I have made a clothing-store, and of the latter an industrial master's bed-room; I have made the brewing-cellar my bakehouse, the room adjoining a bread-room, and the cellars in the front range basement, flour, meal, grocery, drysaltery, vegetable and coal stores.

3. The insufficient accommodation for officers and servants rendered it necessary to convert the dormitory over the kitchens into chaplain's and surgeon's apartments, and rooms for second master of girls' school and some domestic servants.

4. The coal and some of the other stores were not approachable by carts; to obviate this difficulty, a cheap railroad has been constructed under the terrace-walk in front of the main building, the arches supporting which were fortunately pierced laterally to the end of the building.

The stores are now received under the boys' lavatory. The approach is by the stable-gate.

The dairy and larder would have been removed if suitable places could have been found elsewhere, the frontage (south-west), and their proximity to the warm-air coils rendering them unfit for keeping milk or meat.

The situation of the officers' kitchen is bad, not being sufficiently central, and the children's cook-house is inconveniently small. It should have been at least twice its present size. Great attention should be paid in future plans to the ventilation of this office; its height should be considerable, and, where possible, it should be detached, with a louvered ventilator in the roof.

The greatest mistake committed in the erection of our institution is the appropriation of the chapel as a dining-hall. Much valuable time is lost by the children having to march out after prayers and wait until their meal is served up; but a more important objection is, the anomalous associations with which we are confounding the minds of children. It is most painful to my own mind to attend Divine Worship in a place strewed with the relics of a just concluded meal; it is in contemplation to remove in some degree this objectionable practice, by carrying a partition across the dining-hall. This arrangement will be practicable until we have 600 children, when a chapel will be indispensable.

The infants' department is by far too small for the building; it will with difficulty accommodate 150 children; it should have been at least one-half longer. The only alteration, or rather addition, which has been made here, is the construction of a lavatory and water-closets, the former the apartment next the nurse's room, and the latter one of the small rooms between the ground-floor dormitories.

The infirmary has caused me much trouble. There are no receiving rooms (as there should be) for boys and girls, adjacent to a common bath-room, and there is no approach to any part of it without passing through the open air, whatever be the weather. A room at the east end is about to be divided for receiving rooms, and the "probationary wards," two most useless rooms in the girls' wing, are to be used as "coffin-store" and "dead-house."

The ventilation (Dr. Reid's plan) is at present very imperfect: we have not, however, been able to give it a fair trial, as the stoves are not yet placed in the towers, so that we cannot, by rarifying the air in them, create the necessary draught through the shafts. So far as I can judge at present, however, when all the details are perfected, it will prove successful.

In the present necessarily incomplete state of all my arrangements, it would be useless to detail them. The school cycles are now in course of alteration, and the industrial plans cannot be worked for want of persons to superintend the various departments. It requires great attention and exertion to put the machinery of the institution in working order and keep it going. My time is so constantly occupied, that I find it impossible to do justice to the present communication, and must beg you to pardon the hasty manner in which my remarks are thrown together.

I am, &c.,

(Signed) WILLIAM JOHN PARKER, *Master.*

Seymour Tremenheere, Esq.

Appendix No. VI.

Shortly after the opening of the establishment the Chaplain and Head Master delivered appropriate addresses to the Teachers, &c., the spirit of which will be seen from the following extracts:—

That of the Chaplain is entitled "A Christian View of the Schoolmaster's Office, considered in an Address to the Teachers of the Moral and Industrial Training Schools of the Manchester Poor Law Union, at Swinton," by the Rev. W. B. Flower, B.A., Chaplain. (London, 1846.)

* * * * * * *

The claims of the poor have been too little regarded; the duties of the rich too feebly insisted upon. Noble schools and buildings have risen up around us for the education of the middle and higher classes, but for the poor man little has been done. Regarded too frequently as a mere machine, he has been grievously neglected. These schools, however, will be lasting monuments of the Christian principles by which you have been actuated, and tell to generations yet unborn, that of you it cannot be said, "But ye have despised the poor." For you have not only raised an asylum for the poor wanderer, and the hapless orphan, where they may be comfortably housed and receive secular instruction, but you have also made especial provision that they shall have ample means of gaining a knowledge of those things which tend to their eternal well-being. You have acknowledged the grand principle that the Gospel must be the basis of all education. For this reason, and this alone, it is that I augur well for the prosperity of this institution, and feel as much honour at being the Chaplain of it, as if it were one established for the education of the sons of the nobility—the future senators of the nation.

Whilst I am not surprised, I cannot but regret, that there should be some who do not understand the object which we have in view, and therefore either take little interest in our movements, or make ill-grounded objections against us. Such must ever be the case with any new undertaking. Misapprehension can only be cleared away by time, and as the benefits become apparent. One objection I must beg your permission to notice:—

It has been said by some well-informed persons that we propose to ourselves an unscriptural object, and cannot therefore expect God's blessing to rest upon us. "For," say they, "you are acting in direct opposition to that passage of Holy Scripture which most positively asserts that the 'poor shall never cease out of the land.'" Now, as far as I can understand the nature and objects of this institution, we do no such thing. I grant, that we propose to use our utmost endeavours to diminish pauperism, but the diminution of pauperism is a far different thing to its total extermination. To achieve the one we may legitimately labour, whilst the other is utterly impossible; for, toil as we will, and have what success we may, there will still be the aged and infirm, who cannot labour with their own hands, and thereby gain the supply of their pressing wants. There still will be those who will be reduced by some sudden disaster from the greatest affluence, and be pressed by the straits of deepest poverty. And supposing we were to save the present generation (a supposition we cannot for a moment indulge), there would still be thousands remaining to awaken the sympathy, and receive the charitable

provisions of the kind-hearted Christian. Still will the poor, the Church's heritage, remain unto Her, and it will be as necessary as ever "To charge them that are rich in this world, that they be ready to give, and glad to distribute; laying up in store for themselves a good foundation against the time to come, that they may attain eternal life."

Whatever view of the case we take, we come to this conclusion, that "the poor shall never cease out of the land."

We, on the contrary, affirm that, proposing to ourselves only scriptural objects, and desiring to work them out on scripture principles, He who careth for the poor will prosper the work of our hands, and bless us. For what is the end we aim at? Convinced that the children of paupers need not be themselves paupers, we desire to imbue the minds of these children with the principles of our holy faith, and instruct them in such a manner that they will not pass the bloom of manhood in indolent sloth, but shall so labour, that when old age or sickness comes upon them, they may have some little resources of their own, and not be driven to find a refuge in the parish workhouse. We would tell them matters of which now they know nothing, and show them how they may perform the duties of daily life. We would teach them to be content, and do their duty in that station of life in which it may please God to place them. We would show them how "Godliness is profitable unto all things," and teach them that it is the Christian's duty to provide things honest in the sight of all men. And if this be not the inculcation of scripture truth, I confess, I know not what is.

Having thus briefly noticed this one objection, I proceed to explain to you, the teachers in this establishment, my view of the nature of your office, and the spirit in which a Christian schoolmaster should labour. And I would say,

I. YOU MUST HAVE A CLEAR AND DISTINCT PERCEPTION OF THE NATURE OF THE OFFICE YOU HOLD, AND FEEL DEEPLY THE AWFUL RESPONSIBILITIES THAT ATTACH THERETO.—It is no common office, and requires no ordinary qualifications. A lamentable degree of ignorance hath, in bye-gone days, prevailed upon this most important subject. The word "education" has been misunderstood, its original meaning lost sight of, and its full and solemn import scarcely, or ever, realised. Heretofore, those who could read and write, and cast up accounts, deemed themselves fully competent to undertake the office of schoolmasters; and when children had been taught these things, and that, too, in a strangely unsatisfactory manner, they were sent forth into the world as fitted for the stations they were to fill in after-life. Noble exceptions, of course, there have been many, but I am now speaking of general facts, and more especially schoolmasters for the children of the poor. Light, however, has been gradually breaking in upon us, and at length a conviction has seized hold of men's minds that education is something far higher and holier than this; that it is, in a word, the formation of the moral and religious character, the training and discipline of the heart, and not the mere cultivation of the intellectual powers. As these opinions have gained ground (and though the progress of truth be slow, conquer it must) more correct and scriptural views of the schoolmasters' office have obtained. Too high a view cannot be taken. The making or marring of a nation is in the hands of the instructors of the youth of the land.

Mr. Flower adverts to several other useful topics of reflexion, and re-

minds them that "A holy life is the best teacher." Your example cannot be lost. It will have an influence we cannot over-value. For if it be true that Christians at large are the salt of the earth—lights of the world—with how much greater intensity do these passages apply to you, seeing that your whole time will be spent among these children, and your every action, word, and look carefully watched and weighed by them. And be well assured that, if there be not the closest possible agreement between your principles and practise, it matters not how skilful and indefatigable you are, all your labours will be as water spilt upon the ground. Children are quick-sighted, and will not be long in detecting hypocrisy, and discovering inconsistency, however slight. Fix deeply in your minds these noble statements of two wise men: "Your teaching can take no deep root, unless you first practise what you teach." "Moral instructions have no weight nor influence, when they are supported neither by clear principles nor good example." And remembering this, and acting thus, rest your souls with trustful hope upon that most comfortable promise, "Train up a child in the way he should go, and when he is old he will not depart from it."

Mr. Parker entitles his, "An Address to the Teachers and other Officers of the Manchester Moral and Industrial Training Schools, on the opening of the Institution," by William John Parker, Head Master; formerly Head Master of the Canterbury Diocesan Middle School. (London, 1846.)

It is prefaced by an advertisement, stating that the objects of the writer in publishing the following pages are—

1st. To place in the hands of present and future officers of the Institution, over which he has the honour to preside, a brief view of the principles and practice which should, in his opinion, characterise the education of the children of the poor.

2ndly. To remove, if possible, some of the ignorance, misapprehension, and consequent mistrust which he has found to exist relative to plans and objects, on the full development of which depends, in a great degree, as he believes, the moral regeneration of 60,000 youth of his native country, who are at present exposed to the demoralising influence of adult pauperism in parish workhouses.

3rdly. To convey to Boards of Guardians about to establish similar Institutions in various parts of the country some notion of the system of moral and intellectual training, by which it is hoped this reformation may be effected.

After an expression of satisfaction at the liberality with which the Guardians, "the originators of this noble Institution," had applied themselves, without sparing pains or expense to make the building and the arrangements as complete as possible, Mr. Parker adds the following remarks, well calculated to place the aims and objects of the Institution in a right light, and to meet the difficulties regarding it, which are apt to suggest themselves to persons imperfectly acquainted with those objects, and the means by which it is sought to attain them.

It gives me pleasure to believe that the greater number of the children now under instruction are, by no means, of the lowest and most degraded class; still, you must prepare your minds to receive many under your care who have become apt pupils of vice and immorality before they arrive here; the offspring, in many cases, of parents steeped in ignorance,

in misery, and perhaps in vice, reduced by squalid poverty, and want of common necessaries, to the lowest degradation. You must not, therefore, feel surprised if they appear to lack many of the more refined sympathies and affections of more favoured humanity. Having been daily practised in habits, and accustomed to scenes the very reverse of what should be presented for their imitation, what wonder if they are neither virtuous nor moral? Their early associations have been of the worst kind,—their educators have been the youthful denizens, immature in age, but mature in vice, of the wretched courts and alleys of their birth-place. Should we judge them by the same standard we should apply to those who have enjoyed from their earliest years the advantage of the tenderest parental care and nurture, and who have had but to imitate the example set them to become wise and virtuous? Should we not rather make every possible allowance for the follies and vices of the unfortunate beings I have described? Should we not attempt their gradual recovery and reformation by the most gentle means, and with all patience and forbearance, ever remembering that, sunk and vicious as they are, they are yet children of a common parent, objects of the compassion and love of the Father of all.

There will be some whose parents have once enjoyed affluence, but have been plunged, by a course of misfortunes, into poverty. Others, again, who have been reduced from comparative comfort and respectability to seek an asylum in the parish workhouse, by the loss of one or both parents. These, I need hardly say, have peculiar claims on our sympathy and care. We are, as regards the latter especially, their guardians and protectors, and inasmuch as this class will be more entirely, and for a longer period, under our control, we may well hope to gather from it the first-fruits of our labours in this Institution. In all cases, however, you must endeavour to convince your youthful charge how sincerely you desire their well-being; and having, by repeated acts of kindness and condescension, won their affections, you must place yourselves at their head, and gently lead them onwards, closely watching over them to discover the peculiar temperament and character of each, in order that you may adapt your advice, instruction, and general mode of treatment to the wants of every one.

It is probable that you will find many of them accustomed to habits repugnant to your sense of propriety and delicacy; wanting, perhaps, in cleanliness and decency. You will do well, in such cases, to temper your disgust with the consideration that cleanliness is sometimes an expensive and difficult virtue in the dwellings of the poor, and that delicacy must be so often outraged in abodes of misery, where one room supplies a whole family, and sometimes two, with the means of shelter, that all feeling on the subject is at last obliterated. Show them patiently and kindly, over and over again, the advantages, as well as the moral obligation, of these virtues, and teach them to look up to yourselves as examples they may safely follow.

Many will be artful and designing, wanting in truth and honesty. They have, perhaps, been encouraged to practice deception to obtain bread; in all probability neither they nor their parents have ever been instructed in those principles of our holy religion on which all the moral virtues are founded. In all your dealings with them exhibit perfect honesty of purpose. Present constantly to their minds the beauty of truthfulness

and honesty, and teach them that sincerity of heart is the perfection of God's most holy word.

You will experience much annoyance from the spirit of disobedience and self-will prevalent amongst some of the elder children. They may have been taught that disrespect to those above them is only proper independence; to show contempt for all authority, an evidence of courage. Let your own respectful deference to the commands and opinions of those placed over you convince them that you do not consider scriptural obedience to properly constituted authority derogatory to your independence or good sense; and direct them for your rule of conduct in this matter to the exhortation of St. Paul, "Let all be subject to the higher powers, for there is no power but of God."

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Fears have often been expressed lest we should over-educate our children, and by so doing raise them out of their proper position to supplant the class above them, or, perhaps, rear a colony of upstarts, unfit alike for their own or any other station. I am far from thinking that these fears would be altogether unfounded, if the education proposed to be given in this establishment were of a wholly intellectual character. When, however, it is understood that our chief aim is the formation of character; training, rather than mere teaching, these fears must vanish. Who ever heard of a child being too carefully trained? too well instructed in his duty to society, and to his God? too obedient and respectful? too honest and industrious? The only way (and it is a legitimate one) in which such an education can raise a man is by giving him a moral superiority over his fellows, and thus laying the foundation of his future advancement. The education of the intellectual faculties must not, however, be neglected, *especially in the case of the poor*. A fruitful source of poverty and ultimate recourse to the parish workhouse is the incapacity felt by the poor of accommodating themselves to new habits and employment. With minds dormant, from their energies never having been called into action, and with few ideas beyond the supply of their daily wants in the mode of life to which they have been accustomed from infancy, they are ill prepared for the contingencies of an age of wealth and enterprise, in which the introduction of new machinery is daily blocking up the old channels of subsistence, and, at the same time, opening out new modes of profitable investment for the poor man's only capital—his labour. It is, therefore, most desirable that, in schools like these, care should be taken so to cultivate the intellect of the children as to produce that activity and versatility of mind which will tend to render its possessor more independent than he otherwise would be of those changes, which, from the present state of scientific knowledge must be perpetually occurring. To effect this is of more importance even than the bringing up of a class of superior workmen in any industrial art. It is most desirable that the children educated here should be trained to serve their employers not only faithfully, but intelligently; and that they should be taught to understand, before they leave us, the principles on which their training has been based. The intellectual teaching must ever be brought to bear upon, but never to take the place of, that training of the incipient man for his future sphere which I hold to be the peculiar object of this Institution. My knowledge of the characters and acquirements of my teachers fills me with confidence that nothing that

zeal, activity, and intelligence can effect will be omitted to render the children maintained here both well trained and well taught.

In carrying out such views as those I have stated, I would make every department of the Institution a separate training school. The field, the garden, the stable, the farm yard, the kitchen, the laundry, equally with the school-room and the play-ground. In the unrestrained intercourse of the place of recreation, and amid the daily labours of the workshop, the watchful care of the trainer must detect, and kindly point out, violations of the principles inculcated in the Bible lesson of the school; enforcing the necessity for self-examination and watchfulness. Every boy must be taught to make and mend his own clothing, to do a little carpentry, to cultivate successfully a plot of ground, groom a horse, and rear a pig. His body should be inured by athletic sports and exercises, as well as by periodical labour proportioned to his strength, to the life of toil which is to procure for him his daily bread. In the intellectual department of the Institution, his judgment should be formed, and his reasoning powers awakened and expanded. He should be taught enough of history to show him the blessings of good government, and place him beyond the reach of the agitator and vulgar demagogue. He should know as much of the situation, natural productions, and political constitution of foreign countries, as would prevent him from mistaking the coast lines of his native country for the boundaries of the civilized world, and as would lead him to venture without fear into distant regions, to seek that profitable employment which the resources of his father-land could not afford him.* He should be able to read and write, and to calculate sufficiently to guard himself from imposition, and to make him more useful to his employers. He should be taught to enjoy and take a part in the spirit-stirring melodies of his native land, which are so well calculated to awaken dormant patriotism, and rouse forgotten loyalty.† He should be so far instructed in the construction of his native language as to remove that great impediment to the spiritual improvement of the poor—his inability to understand his teachers,‡ as well as to enable him to comprehend readily the instructions given him by his master. He should be taught to draw a tolerably correct outline of simple objects, that he may understand more readily the plans and directions of his employer. If possible, he should obtain some acquaintance with the

* The advantages of a knowledge of geography are well exemplified in the migratory habits of the Scotch, in whose schools it is almost universally taught. A gentleman of my acquaintance was some time ago in want of a lad to go to New Zealand. He went into a school where geography had not been taught, and demanded if any boy would volunteer to go there; he received no reply; but, on making the same inquiry in another school in which the children were tolerably well acquainted with the subject, several voices immediately replied in the affirmative; these lads, on being asked what they knew about the place, gave a very pleasing and satisfactory account of its position, climate, and natural productions.

† That man's heart is scarcely where it ought to be who does not love to hear the wave-born "Rule Britannia," or the prayer-song of a nation's loyalty, "God save the Queen," chorussed by a multitude of happy voices. Surely we may hope that, in educating the musical taste of the lower orders of society, we are placing within their reach a cheap and innocent means of social enjoyment, which will tend to loosen the hold of vicious propensities, and diminish the number of less unexceptionable pleasures.

‡ The fact cannot be disputed, that the higher and lower orders of society no longer speak a common language.

mechanical powers, and with machinery, a little knowledge of which would prevent many of those distressing accidents, which are generally the result of entire ignorance on the part of the workmen employed. The girls should learn to make and mend their own clothing, and perform intelligently the respective duties of the housemaid, the laundrymaid, the cook, and the nurserymaid; they should be taught to love a white hearthstone and a clean floor; to prepare inexpensive dishes, adapted to the limited means of the labourer's household; to form right notions of what should constitute the comfort and attractions of the working man's home, and thus be prepared for the future duties of the servant, the wife, and the mother. Both sexes should, above all, be taught to refer for their rule of conduct to the holy word of God, that they may labour, "not as eye servants and men pleasers," but as the servants of God; with good will doing service not as unto man, but unto God. All should be trained up in a spirit of respectful independence, neither unmindful of their own social and political rights, nor forgetful of the rights of others. Pains should be taken to eradicate what has been rightly termed "the pauper spirit," by accustoming children to habits of self-respect, self-dependence, economy, and industry.

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From all that I have said it will, I hope, be perceived that I recommend none but the gentlest means for the recovery of the erring and refractory; and that I consider the sins and follies we have to correct as symptoms of a diseased state of mind, in the treatment of which mild measures are of more service than severe ones. I am most anxious that in these views I should be seconded by my teachers especially. I am aware that much difference of opinion exists among teachers as to the best methods of enforcing obedience, and obtaining a satisfactory state of discipline. My experience as a school master has convinced me that severe measures are rarely necessary to secure this object. There are cases, and in the commencement of such an institution like this we may expect to meet with many such, in which corporal punishment is not only desirable but necessary; but I am persuaded that in a well-regulated school the instances in which it may be administered advantageously will be exceedingly few. Such a mode of correction should form the exception, not the rule. The constant use of it argues, in my opinion, a defective constitution of mind in the teacher. That these views are concurred in by the promoters of these schools you will perceive from the regulation of the Board of Guardians, which provides, "That no corporal punishment is to be inflicted without the express orders of the head master, and then, in his presence;" and, as regards female children, you are no doubt aware that no such punishment can legally be inflicted on any female pauper child. The legitimate object of all punishment is the reformation of the offender. That correction fails which does not accomplish this; and I cannot help believing that there are few cases where kind and conciliatory treatment would not be more successful than an appeal to physical force. Some of our children have been accustomed to no control, or have been intimidated into something approaching to obedience by violent measures. It is easy to see that these will not at first appreciate the new principles on which they are treated; they will perhaps misunderstand your unwillingness to punish for inability to do so, and will annoy you by repeated acts of insubordination and inso-

lence. This may, it is true, distress and weary you in no slight degree, but yet my earnest advice to you in such cases is this: by all means maintain unruffled serenity of temper, bear long their annoyances with perfect coolness; labour to impress them with the conviction that all your restrictions and regulations are for the general good, that disobedience to them would injuriously affect the welfare of their little community; above all, inculcating the true principle of Christian obedience, that to rebel against those set over us by Divine Providence, is to rebel against God. By perseverance in such means as these, although you may not so rapidly produce the state of discipline you desire, you will succeed in obtaining, eventually, a sound and healthy tone of feeling, the effect of which will be, a cheerful recognition of your authority.

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In order to elevate the character of your children, you must be much with them, must mingle your sympathies with theirs, enter heartily into their little pains and pleasures, bear long with the froward, gently chide the erring, kindly cheer the weak, instilling by degrees, as opportunity may serve, correct views and principles of action, and labouring incessantly to produce a healthful habit of thought among them.

In all such labours I hope to take my share, to offer you my sympathy and assistance in your trials and difficulties, and to render your efforts more successful, by confirming and strengthening your authority with my own. I shall be at all times most ready to listen patiently to your views on any subject connected with your professional duties, and shall be best pleased when I am most useful to you. I ask of you the warm-hearted support and co-operation of minds thoroughly devoted to their work. I call on you to sacrifice occasionally private opinions to general unanimity, in the discharge of public duties, and to labour unceasingly to make this Institution what it ought to be—a blessing to all that are brought within its walls, and a model worthy of the imitation of all similar establishments throughout the country.

Report on the State of Education in the Counties of Stirling, Clackmannan, Linlithgow, and Renfrew, by John Gordon, Esq., Her Majesty's Inspector of Schools in Scotland.

SIR, Edinburgh, January, 1846.

I HAVE the honour now to present to my Lords an account of the state of education, and of the means of promoting it, in those districts which, with their Lordships' approbation, I have lately visited, embracing the entire counties of Stirling, Clackmannan, Linlithgow, and Renfrew.

The schools included in this survey were those usually visited by the Presbyteries of the bounds—the unendowed of every kind, as well as the parochial and non-parochial endowed. All may be considered as parts of one system; those at least of the same district being often found to present certain mutual relations, such as are formed by imitation, rivalry, or implicit agreement upon the parts which they are respectively to perform; and it contributes not a little to the correctness of any estimate of their merits to be aware of the exact place in that connection which belongs to each.

The schools now referred to were 166 in number—all, as has been said, that the Presbyteries are wont to visit, but not all that exist in the particular localities. In the urban parishes, a considerable number of schools are, for various reasons, not usually examined by the Presbytery of the bounds—not more, for example, than three in the populous parish of Falkirk, and none in the parish of Stirling. The case is very different in rural districts, where the proportion of schools not receiving and not desiring the inspection of the Presbyteries is inconsiderable.

In terms of the general instructions given by my Lords, I communicated, in all cases, with the ministers of the respective parishes, and in all cases received their assistance and cordial co-operation. To them the state of every school within their bounds was intimately and well known—of every school, at least, which was open to their visits: and they readily gave the advantage of their remarks upon the condition and character of the schools, as well as of their acquaintance with local circumstances.

One object of the inspection is declared by my Lords to be "the encouragement of local efforts for the improvement and extension of elementary education." With this view I communicated to the ministers, both verbally at the time, and afterwards by written notes, my remarks upon each school in their respective parishes—pointing out in what particulars, either of accommodation, arrangement, or discipline, each appeared to be susceptible of improvement; and offering such suggestions as occurred for the remedy of whatever, in these respects, might be defective. This communication was, when necessary, submitted by the ministers to the heritors at their

parochial meetings, and to local committees and other patrons of the schools; and the result is so far known as to leave no doubt, that the state of very many of the schools, in one or other of the respects mentioned, has been materially improved.

Another object of the inspection is declared to be, "that such information may be obtained respecting the state of elementary education, as to enable Parliament to determine in what mode the sums voted for the education of the lower classes can be most usefully applied," and to "ascertain how far the interference of Government, or of Parliament, can be beneficially exerted by providing additional means of education." In now presenting the information which my Lords have desired for these purposes, it may be premised that the four counties referred to are not so far marked by anything peculiar in the occupations, character, resources, or general condition of the people, that their state, in respect to education and the means of education, may not be considered to represent pretty fairly that of the other lowland counties of Scotland.

Provisions for School Maintenance.

The provisions that have been made for the maintenance of schools, consisting generally of the apartment where the school is assembled and the dwelling-house, and salary assigned to the master, claim attention at the outset, not so much by their influence upon the character of education, which is very great, as by their being nothing less than necessary to the very existence of the schools.

School-houses.—It is seldom that these consist of more than one apartment, either provided by the heritors of the parish in terms of the Parochial School Act, or given by individuals as a permanent endowment or for temporary use, or occupied at a rent paid by the teachers themselves. The number of the inspected schools which has benefited in each of these ways is as follows:—

Having school-houses provided by heritors, under the Act	64
" from private gift	63
" provided by the teachers themselves	39
	166

For the first-named class of schools, the heritors are required to provide what the Act terms "a commodious house for a school." In some cases the provision has not been made good to the extent which the Act may be fairly supposed to have intended; but in many more, the legal extent has been very liberally exceeded. Of the parochial schools, the number having defective school-rooms, and the respects in which these are defective, are as follows:—

Insufficient in size	13
Insufficiently furnished . . .	12
Wanting repair	6
Imperfectly ventilated . . .	15
	46

It may be added, that the total number of the school-rooms presenting any one of these defects is scarcely greater than the number to which imperfect ventilation is here ascribed; that being so very common a fault as to be shared by almost all that are in any other manner defective; and further, that in some cases the remedy has only been withheld during a temporary inefficiency in the management of the school, which renders any immediate improvement in this particular not merely the less merited, but the less necessary.

Any one of the defects mentioned is, of course, attended with discomfort, some with injury to health; and, in several instances, these effects have been so much felt as to render the resort to the school considerably less than it would otherwise have been. It is certain, at the same time, that in the small and crowded school-room, some of the best methods of school management are, even in the best hands, impracticable.

The Parish School Act gives to the schoolmaster, when dissatisfied with this or with any other part of his accommodations, an appeal to the Quarter Sessions of the district. It is believed, however, that there is seldom any actual occasion to have recourse to that court for redress; and that the heritors, in general, only need to be apprised of what is wanting, to leave nothing undone for the comfort and advantage of the schools. In that belief the cases now referred to were brought under their notice, in the notes of Inspection which were transmitted, in the first instance, to the ministers of the parishes; and it is known that, in not a few cases, the expectation of an immediate remedy has not been disappointed.

On the other hand, the school-rooms are more numerous, which, in respect of size, comfort, furnishing, and everything besides, are better suited to their purposes than the Act appears to have required. Of this sort, in particular, are the school-houses of Neilston, Livingstone, Dalmeny, Kilsyth, Drymen, and Larbert; all of which, and many more, plainly bespeak the inclination of the heritors to discharge this part of their parochial duty in a sufficient and liberal manner.

The school-houses, which have been provided for the non-parochial schools, present, as might be expected, a greater proportion of cases of defect than those on the parochial establishment. Thus, of the 102 non-parochial school-rooms, there are—

Insufficient in size	26
Insufficiently furnished . . .	16
Wanting repair	19
Imperfectly ventilated . . .	29
	90

The defective rooms are generally those which the teachers have been left to provide for themselves. In the towns and villages, their situation is frequently the meanest and most unwholesome,

and it is seldom they have not been originally built for other and different purposes; while, in the country, they are often no way distinguished from the humblest dwellings in the neighbourhood.

It happens not so frequently that the school-rooms which have been attached to the seminary, either permanently or for a time, are in any considerable degree unsuitable; and for this reason, that the same benevolence which prompts the gift, would lose the end it seeks by giving it in a measure of obvious insufficiency. The school-rooms of this kind have been supplied in various ways. For example,—

By funds mortified for the purpose, which have led to the erection of such large academies as those of Dollar and Bathgate; the Wilson Schools in Whitburn; the Stewart School in Fintry; the Hutchison Charity in Paisley.

By individual heritors, from a regard to the moral welfare of the people on their estates; among whom the Countess of Hopetoun, Lord Abercromby, the Earl of Dunmore, Mr. Bruce of Kennet, Mr. Murray of Polmaise.

By the owners of manufactories and mines, for the benefit of the families of their workmen, as at Sauchie and Balfron.

By local committees, who have raised the necessary funds by subscription, as for the erection of the academy at Alloa.

Lastly, the benefit in question has sometimes its origin in circumstances of a mere casual nature; for example, the gentlemen of the county of Renfrew having subscribed a sum of 1900*l.* for the erection of a monument to the memory of the late Convener of the county, Archibald Campbell, Esq., of Blythswood, it was agreed that the erection should be designed not merely for the solemn purpose of commemoration, but to serve, at the same time, another use of a different description; and the double object has been attained by the elegant structure which has been raised for the academy at Renfrew.

In all the cases mentioned, the accommodation is ample and of the best description.

Upon a general view of the state of school accommodation, it is observed:—1st. That the dimensions of the apartments in length and breadth, but more especially in height, are too often insufficient; and that, both in situation and in structure, the means of securing proper ventilation are often wholly neglected. 2nd. That the parochial schools are, for the most part, better provided in this respect than the Act is understood to have required; and, at the same time, that the school-houses which have originated in free gift are somewhat more numerous than those which have been produced at the command of the statute; still leaving, however, more than a third part of the whole number to be provided by the teachers themselves at their own expense.

It is inferred that the statute neither gives enough of this accommodation, nor gives it at very many places where it is

wanted; for after all that has been done by private efforts, it has been seen how many of the schools remain ill appointed in this respect. And the same remark, it will be seen, holds in regard to the dwelling-houses of the masters.

Dwelling-houses.—The parochial schools are entitled by the Act to have attached to them "a house for the residence of the schoolmaster, not consisting of more than two apartments including the kitchen." A dwelling-house, accordingly, has been attached to each of the 64 parochial schools now referred to; and the fact is remarkable, that, while only five of those schools have no larger a share of this accommodation than the Act prescribes, 34 have received more than twice the amount which they could have legally claimed; a clear testimony to the inadequacy of the present statutory allowance. Not that the schoolmaster's dwelling has only kept pace with the general improvement in household accommodation for all classes of the people; the original grant is plainly judged to have been, at any time, not well measured to the proper status of this member of the community; and better views of what is due to his office have given a general disposition to provide for it more suitably.

One school, it may be added, is without this advantage, the original parish school of Innerkip; and this from an impression that, when the salary has been raised to 51*l.* per annum, and divided betwixt two teachers, in terms of law, the heritors are not then required to provide a dwelling-house for either. The Act, however, admits of another, and, it is believed, a more correct interpretation—to the effect that, even in these circumstances, the master of the first parish school is still entitled to the benefit of the residence, which was part of the original endowment.*

In the same spirit of considerate appreciation, the condition of the non-parochial schoolmasters in this particular has not been overlooked: 34 of these have free dwelling-houses, inferior, it may be, to those of the parochial teachers, but, in nine instances, exceeding twice the extent of the legal provision for the latter. They derive this benefit, in general, from the same parties who have supplied the school-house.

Where dwelling-houses have not been provided by law or by the bounty of individuals, the apartments occupied by the teachers are sometimes of the meanest description, and sometimes at an inconvenient distance from their schools.

On the whole, it appears that one-fourth part of all the schools inspected are unprovided with school-houses other than those which the teachers are left to find for themselves, at their own cost, from year to year; and that nearly one-half the number are without any apartments attached to them for the teacher's habitation.

Salaries and other Emoluments.—In some instances, the parochial

* *Vide* Rep. case of Middleble.

salary has been divided among two or more teachers, affording to none of those in the second or derived class, who are nine in number, more than 20*l.* per annum.

Of the 55 cases of individual salary, the allowance has been restricted, in not more than three, to the least amount required by the statute; while in 36 it has been settled at the maximum. This general pressure upon the highest rate seems to indicate a common opinion, that a rate still higher would not be unsuitable or unnecessary.

It seldom happens, however, that the parochial teacher has not to discharge, at the same time, the duties of certain minor offices connected with the management of parochial affairs; such as those of session clerk, heritors' clerk, collector of assessment for the poor; and to these, it is supposed, has been frequently added, the inspectorship of the poor, under the recent Act for the Amendment of the Poor Laws. In country parishes, the schoolmaster commonly presents the best qualifications to be found for such offices; and the parochial schoolmaster is commonly preferred, both from the more public and settled nature of his office, and as he is placed probably in the most frequented part of the parish. It is certainly meant to add, by these extra duties, somewhat to the importance of the main office, as well as somewhat to its emoluments. Accordingly, of the 52 parochial schoolmasters, 41 are in possession of adjunct offices, yielding, upon an average, 9*l.* per annum to each; the amount varying in the different cases from 2*l.* to 40*l.*

Of the 102 non-parochial teachers, salaries have been provided for 44, and are distributed as follows:—

	Number having Salary.	Average Amount of Salary.
		£.
Privately-endowed Schools .	15	37
Subscription ,, .	14	15
Societies ,, .	3	15
Female ,, .	12	12
	44	79

For two of the privately-endowed schools, the salary exceeds 100*l.*; for one of the subscription, 40*l.*; for none of the female does it exceed 20*l.* per annum.

School Fees.—In all, but a very few instances, the fees payable by the pupils for the different branches of instruction form either the whole or part of the teacher's recompense. This arrangement flows, in general, from the necessity of the case, when there is no sufficient provision to the master from any other source; but sometimes, also, it is adopted from an idea that the expense of education is one of the last from which parents there should or do

seek to be relieved; and, at the same time, that a degree of dependence upon this mode of remuneration is likely to have a good effect upon the energies of the teacher. On the other hand, it is sometimes thought to be more for the comfort of the one party, and for the advantage of the other, that a fixed salary should be assigned and guaranteed, and the school fees abolished or reduced. The circumstances under which either the whole school or a part of it is exempted from the payment of fees are the following:—

1. The founder, or patron, has established the school for the gratis instruction of all children, without distinction, who choose to resort to it. The female schools in Logie parish are examples of this description; also the academy of Bathgate, where the privilege extends to all children of parishioners having three years' residence in the parish, only on payment of an entrance fee of 1*s.* or 2*s.* per annum.

2. The school has been established exclusively for the children of the poor, who are all taught gratis. Of this sort are Hutchison's Hospital in Paisley, where the pupils are mostly orphans, and a charity school in Falkirk, the teacher of which receives a salary from funds contributed jointly by the Established and Dissenting ministers of the parish.

3. By the Parochial School Act, the schoolmaster is obliged to "teach such poor children of the parish as shall be recommended by the heritors and minister at any parochial meeting." Recommendations have been made accordingly at 13 of the 64 parish schools, and in behalf of 168 pupils.

4. Individuals have subscribed a certain sum to be paid annually to the master, on condition of his teaching a certain number of poor children, or all of that description who desire it. Of this there are 10 cases among the 162 schools. Instances of this are, the schools patronized by Lord Abercromby in the parish of Logie, and by the Earl of Mansfield in Clackmannan.

5. Poor children are sometimes sought out, placed at school, and their instruction paid for by benevolent individuals, at the usual rate of school fees. This has been done by kirk sessions in 28 cases; and it merits especial notice, that a Society for the purpose has been formed in the parish of Campsie; and that its services are not more needed than they have proved useful in that populous manufacturing district.

6. Many poor children are taught gratis by the teachers of their own accord, upon no other call than the known indigence of the family, and with no other compensation than the sense of "doing good, according as they have opportunity." It is the remarkable readiness of teachers to act in this manner that leaves occasion for the poor to ask the recommendation of the heritors only, as before noticed, in 13 cases out of 64.

In all of these varieties except one, the exemption is confined to children of the poor. In that one it is indiscriminate, probably,

not from any opinion that such is the best mode of dispensing ducation in general, but from the mere instinct of benevolence to give to the endowment in behalf of a favoured spot a character of as great completeness as possible.

On the other hand, arrangements are sometimes made to ensure the payment of school fees, where there is reason to believe that this would be in a great measure neglected. A small sum is deducted from the weekly wages of the workmen, whether married or unmarried, employed in mines and manufactories, expressly and by agreement, for the education of their children; and the teacher receives his stated salary from the agent of the proprietor. This occurs at the Carron iron-works, and at the mining stations of Sauchie, Borrowstowness, and Carriden. The main object of the plan is, undoubtedly, to promote the more regular habit of school attendance.

The rates of fees are fixed for the parish schools by the heritors and minister; for others by their respective patrons; and, where patrons are wanting, by the teachers themselves. There is, of course, some variety of rule in this particular; but it does not appear that endowment has any effect generally in lessening the amount, since it remains at least as high under that condition as in cases where the fee is the sole dependence of the master, evincing that the direct advantage of the endowment reaches no further than the master, and that by others it is felt only in the better quality of the instruction which it procures. It would seem, indeed, as if the rate of the fee often rose in proportion to the rank which the school assumes. It is the circumstances of the parents, however, that mainly determines the difference, which ranges for the several branches within the following limits:—

	Lowest Rate per Quarter.	Highest Rate per Quarter.
	s. *d.*	*s.* *d.*
English Reading	1 6	5 0
Writing	2 0	6 0
Arithmetic	2 6	7 0
Geography	2 6	8 6
Mathematics	3 0	10 6
Latin	4 0	10 6

Sometimes it is arranged that the branches beyond the first two or three above named shall be taught without additional charge; and this by way of encouraging the application to such branches and promoting a longer attendance. It was not observed, however, in the cases referred to, that the desired effects had taken place to any greater extent than is common.

The terms of payment are weekly, monthly, or quarterly, the latter prevailing in 101 of the 166 schools. In 17 schools the payment is made in advance; in others, and these among the best,

this practice, though authorized by the heritors and minister, has not been followed by the masters apparently, as they believed that they might deal discretionally with an arrangement intended more for their own convenience than that of others. Instances—the parochial schools of Clackmannan, Dalmeny, and Abercorn.

Sometimes the task of collecting the school fees is undertaken by a superintending committee. But when it remains with the master, it is commonly exercised with much consideration, forbearance, and liberality; and in this respect a very commendable spirit prevails throughout the profession.

The school fee, however moderate, is often unpaid in circumstances which offer no presumption of inability. Nor is the gentleness of the demand the occasion of the neglect, so much as a peculiarity in the feeling of obligation with which services in the matter of education are frequently regarded; for it would seem as if these were received as not carrying quite the same absolute claim to requital as other benefits not more real but different in kind. In this, it is believed, there is much of the same wrong impression which will be after noticed as giving rise to extreme irregularity in the resort to schools. Few masters have not to surrender something to this peculiar way of valuing the good which they communicate; many of them not less than a third part or a half of the whole emoluments to which they have become entitled.

The average income from all sources to each teacher of the different kinds of schools, exclusive of the value of provided accommodations, is as follows:—

Parochial	£67
Privately endowed	54
Subscription	46
Adventure	41
Female	23

More particularly, the income of the parochial schoolmasters may be stated as follows:—

Number to whom it does not exceed		£50	10
,,	betwixt	£50 and 60	14
,,	,,	60 and 70	8
,,	,,	70 and 90	8
,,	,,	90 and 120	9

School Requisites.—Besides the particulars of salary and accommodation, school-books, maps, materials for writing and accounting, &c., may be considered as forming part of the necessary equipment of schools.

The requisites for writing and accounting, as they are cheap, and only needed by a part of the school, are seldom found wanting. In 70 of the schools, no instruction has been given or attempted in geography solely for want of maps. In others, a small hand atlas is occasionally used, though it does not admit of the lesson

being taught otherwise than in a very tedious and imperfect manner. Elsewhere, the want of this necessary apparatus has given rise to various expedients, such as a rude outline of a country hastily sketched by the pen or pencil of the teacher; or the practice, which is found in two or three schools, of conducting the pupils through a whole course of geography, as it were blindfold, that is, without a shred of anything before them presenting to the eye a picture of any portion of the earth's surface. Where this requisite is not wanting, it has been obtained in one or other of these ways —by the zealous teacher purchasing at his own expense; by a small sum added to the school fee expressly for the purpose; by gift of the heritors of the parish, of a superintending committee, or of some individual interested in the school; or by a special collection made in the parish church.

By the same means, books have been procured for many of the more needy pupils in some schools; and more frequently Bibles have been supplied by Kirk Sessions or by Bible Societies. Still, of the most necessary books, there is a prevailing scarcity; the consequence of which appears very prominently in perhaps a third part of all the schools inspected; no preparation at home; little classification; no means of duly graduating the pupil's progress; no exhiliration from variety in the lesson; and the very questionable use of the Scriptures as a text-book for instruction in the mere arts of reading and spelling. Nor is the want the less real, that sometimes neither master nor pupil is very sensible of its existence.

A pair of globes is not seen in a dozen of all the 166 schools; and not desired in many more.

Such are the provisions that have been made for the schools inspected in the four counties; most of them given upon the very common apprehension that the school for elementary instruction cannot be adequately maintained if unaided by some such special encouragements.

Attendance.

It cannot be remarked without satisfaction, that schools of one description or another are to be found at no inconvenient distance from every part of the population of the four counties, amounting to 283,156. When the school which has been given by law does not suffice, the people procure another for themselves; when they fail, benevolent individuals come to their assistance; when that chance does not befall, a schoolmaster, at once generous and humble in his expectations, gives his services unrequited, at half their value; or another, it may be less competent, asks but such a share of wages as is meted to the lowest kind of labour.

The question remains, how do these schools actually promote the great interest in behalf of which they have sprung up, with so true a feeling of its demands? First, to what extent do the people take

advantage of them? And next, what is the nature and value of the instruction which they afford?

It is seldom that the work of instruction does not commence from the foundation under the schoolmaster. In individual cases, the task has been, to some extent, dutifully anticipated by the parents at home. But this domestic habit does not prevail now as, under other circumstances, it appears to have at one time prevailed in Scotland. It still preserves, indeed, some interesting traces over the four counties; but there is only one district where it is now found entire and unabated—the somewhat secluded parish of Slamannan, where few children are, at the present day, sent to school before they have first been taught to read pretty well by their parents.*

The period of attendance commonly terminates, among the agricultural population, at 13 or 14 years of age; in manufacturing and mining districts, it is very often cut short at 8 or 9. The latter case excludes the possibility of any considerable benefit being previously obtained at school; but it must be noticed that future opportunities of instruction are not altogether wanting. 1st. There are evening schools kept at 53 of the stations, and attended during the winter months by about 1450 young men and young women, from 14 to 20 years of age, who are taught reading, writing, and a little arithmetic; a much larger number in the same circumstances not attending, as indisposed by exhaustion from the labours of the day and by other circumstances. 2nd. For the same class of young persons, along with others, there are the Sabbath-schools established in almost every parish. 3rd. For the children employed in factories, the late Act provides and enforces instruction during a certain number of hours weekly; and to meet the expense of that instruction, a certain amount is required to be deducted from the weekly wages. It has been seen that a regulation to the same effect is voluntarily acted upon at some mining stations. All these means, however, must afford a very imperfect compensation for the loss sustained by too early removal from the day-school.

Even for the short period mentioned, the attendance, in general,

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* The Rev. James Gath, minister of the parish of Graitney about the middle of last century, commemorates his own obligations to this custom in the following lines, taken from an MS. collection of his compositions in Latin prose and verse, in the possession of the Rev. Mr. Smith, Tillicoultry:—

"Me Genetrix docuit legere, et Proverbia jussit
Usurpare oculis, sole novante diem.
Matre mea, parvus didici, præeunte, precari,
Quæ rem provisam verba secuta dabat.
Scripturæ explicuit textus, apopthegmata multa
Suggessit: facili nec monita aure bibi.
Mensæ quot ritus, morum et præcepta solebat
Inculcare mihi, discerem, ut, illa, tener.
Impositaque manu capiti, quodcunque libelli
Incepi, votum nuncupat illa Deo."

is very far from being constant. In the towns, and in the mining and manufacturing districts, it is irregular at all seasons; and in the agricultural districts, it is apt to be suspended altogether in the summer and autumn months. Thus, of 1242 pupils attending less or more at 11 schools, it has been ascertained that 396 do not attend six months in the year; while, in the neighbourhood, there are 136 children who are never under instruction at all throughout the year; and there is no reason to suppose that the case is better with the rest. In one manufacturing parish, having a population of more than 1000, the number of children at the day-schools was found to be no more than 27. After a very careful survey, made by two of the most intelligent teachers, the state of school attendance in certain districts of Paisley has been ascertained to be as follows:—

	Number of Children between 6 and 12 years of Age.	Number who attend no School during any part of the year.	Number who attend more than 6 months in the year.	Number who attend less than 6 months in the year.
Western District of Paisley .	286	168	86	32
Northern District of ditto .	211	98	89	24
In both Districts	497	266	175	56

It may fairly be presumed that the other counties in Scotland have in this respect no advantage over those now referred to; and if the lower classes therein are uneducated or ill educated, it is not so much owing to the want of schools or the difficulty of access to them, as to causes of a subjective nature—such as the preference of any trifling employment that occurs elsewhere—imperfect parental control—impatience of what appears in the shape of duty,—and a feeling, it is believed, that education, if really the good which it pretends to be, is at least as much a concern of the community at large as it is of the humble individual that belongs to it; so that if the former do nothing to recommend and promote it, the latter are entitled to be indifferent. The interest suffers in this manner, as it were, by a divided responsibility. And it is this same feeling which has so remarkably abated the sense of obligation in the matter of school-fees.

It is obvious, accordingly, that the more a school appears to be the object of public care and encouragement the better it is frequented; one reason for bestowing upon it every possible advantage in respect of accommodation, endowment, and other marks of patronage.

Another mode of securing to the classes in question the actual use of the existing means of education, is suggested to landlords and other proprietors by the afore-mentioned regulation of the

Factory Act; or if, in such a matter, it be wished to avoid every form and appearance of compulsion, it may still be recommended that the daily attendance at each school be punctually registered by the teacher, and the list of absences communicated at stated times to the minister of the parish. To a great extent the remedy may be, and has been found, in his admonitions, both on private and public occasions.* The advantages of a more exact and methodical registration than is now common will be noticed more particularly in the sequel.

This prevailing irregularity of attendance, besides the immediate loss which it causes to the individual, is not without an equally ill effect in lessening the extent and lowering the tone of instruction at schools. On the pupil's part, the object of study, from frequent interruption of the progress, is felt to be unattainable, and is therefore abandoned: on the teacher's part, discouragement is inevitable, when the very material which he has hoped to mould is so often taken from his hands before it has received any distinct and durable impression. By raising the acquirements and status of the masters, education may, no doubt, be improved; but it will remain liable to a most depressing influence, so long as the common habit now referred to is continued.

Subjects of Instruction.

The following table presents a view of the subjects of instruction taught, in so far as elementary, and of the number of the pupils to whom they are taught respectively:—

Reading.	Writing.	Arithmetic.	Grammar.	Geography.
10,150	3270	2273	1200	1515

The part of this instruction which embraces reading, writing and arithmetic, with the principles of the Christian faith, is distinguished from the rest in being necessary to all pupils, whatever their circumstances or their destination in life; and it is taught in all but two or three of the schools, which have been specially formed for other purposes. It is taught in the schools which profess the more advanced branches, generally, it may be said,

* The offices of the clergy of Würtemberg in this respect are specified as follows in the late Report of St. Marc Girardin upon the schools of that country:—"C'est le ministre qui est chargé de dresser, d'après les registres de baptême, la liste des enfans qui sont tenus d'aller à l'école, et d'en avertir les parens: cette liste, ordinairement, se lit en chaire. Les élèves quittent l'école à quatorze ans, après avoir passé un examen dit de sortie. Ceux qui ne soutiennent pas bien cette épreuve restent à l'école: la liste de ceux qui ont soutenu d'une manière satisfaisante leur examen de sortie, se lit aussi en chaire. Ainsi c'est le ministre qui appelle les enfans dans le sein de l'école; c'est aussi lui qui leur permet d'en sortir, et pour ajouter encore à l'importance des écoles, aux yeux de la paroisse comme aux yeux du ministre lui-même, ce dernier est tenu de faire, tous les ans, un sermon sur le but et sur l'utilité de l'instruction publique."

with more efficiency than elsewhere. It is taught in 119 schools where nothing else is professed; and the number of pupils receiving this elementary instruction exclusively is not less than 9900.

The total attendance at the 166 schools being about 10,300, it appears that not more than 1 in 25 of the whole number are receiving any instruction beyond the branches mentioned.

Reading.—The knowledge meant to be conveyed by this branch is not quite the same, even in kind, in all the schools, but presents three varieties, according as it stops at one or other of three distinct stages.

1st. Of one of these descriptions the object is no more than to impart the mere power of reading; the actual direction and use of that acquirement to its purposes being considered as no part of the teacher's concern, and left entirely to the inclination of the pupil himself. The teacher who makes this the final object of his lessons is either not aware that more may be easily imparted at the same time, or has not the skill to give more; or perhaps he maintains that there is nothing really incomplete or defective in the plan which aims at nothing further, and that it is better to leave the rest to be taken up by the pupil himself at some future period of his progress.

The least instruction of this kind, it may be added, is always accompanied with exercises in spelling, which are sometimes carried on with more success than those in reading; perhaps because they can be carried on with a more precise and vivid application of the principle of emulation, and with a greater variety of quickening method.

2nd. The method is much improved when the subject of the reading lesson is chosen for the useful information it contains; and when the imparting of that information is one distinct purpose of the lesson. This is done, first, by carefully instructing in the meaning of the less common words that occur in it, the master explaining orally, or the pupil consulting his dictionary or vocabulary.* This verbal exercise is sometimes carried on so far as to anticipate the part of grammar that relates to the composition and derivation of words; so that, while the lesson professes to be no more than a lesson of English reading, it conveys not a little instruction upon the roots of different kinds, and upon the prefixes and affixes in most common use. Proceeding still further in this course of explanation, the master interrogates upon the general import of the passage read, and requires an account of it on the spot, or proposes, for exercise at home, such an account as the pupil can write down from recollection. These different kinds of explanation are, of course, exemplified in different degrees.

* In one school an anxiety in this part of his duty has led the teacher to require the equivalent word in the Scotch language and *vice versâ*.

3rd. The third variety occurs where the reading lesson aspires to something more than these explanations, and where the lesson in the text-book is used as a mere starting point, from which, upon slight and casual suggestions, the teacher takes occasion to advance, from his own knowledge, a variety of information, different it may be in kind as well as in particulars from any that the text conveys. Sometimes this is done with much ability, for it allows free scope to a high cast of professional talent. But it is a mode very liable to failure, and that in the manner which will be after noticed.

The following table may afford a general idea how far each of these modes of conducting the reading lesson prevails:—

Schools in which reading is taught without explanation of any kind	. . . . .	32
„ „	with explanation of words	66
„ „	with explanation of the import of the passage	51
„ „	with information beyond the text . . .	17
		166

In connection with the highest style of teaching this branch, may be noticed the exercises which are sometimes prescribed in English composition, and the short essays which are required on simple subjects, as in the parish schools of Livingstone and Eaglesham, the academy of Bathgate, the privately-endowed school of Fintry, and some others.

Writing.—One important point of school economy relates to the time, or stage of progress at which it is fittest that the different branches should be given. There are instances in which writing is commenced in the first or second year; but far more frequently it is deferred till near the close of the period. In some of the manufacturing districts, where other interests interfere so fatally with that of education, there are day-schools at which the greater proportion of the pupils never receive any instruction of this kind at all: not a fourth part, for example, of a numerous school in Paisley remain till they have advanced so far. It is true, there are still the evening schools in reserve, which, in one at least of these same districts, are better attended than those held throughout the day; and there the pupils are found to profit much and quickly; for if they bring the disadvantage of late years and of bodily exhaustion, they come also resolved to recover lost opportunities,* of which they have learnt to know the value. This sort of school, however, affords at the best but a very partial and imperfect remedy.

Arithmetic.—Still fewer, it has been seen, are instructed in this

* Nonne vides duri natos ubi sæpe parentes
Dulcibus amorant studiis et discere avaras
Jusserunt artes, mentem siquando libido
Nota subit solitaque animum dulcedine movit,
Ut lusti ursum irriguos accedere fontes
Ardescant studiis, et nota revisere Tempe.—*Vida. Poetic.*

branch. It is not even attempted by nine-tenths of the pupils in a large school in the manufacturing parish of Kilbarchan. At a mining station in the parish of Whitburn, scarcely any of the female pupils receives a single lesson of this kind, and not more than a fourth part of the males. It is remarkable, even among those who have been for some time occupied with this branch, how commonly they are unacquainted with the principles of simple numeration and notation.

Here, as in other cases, the numbers that seek to be instructed are affected by the method of instruction which is in use. "It is a peculiar feature of the parochial school of the Abbey Parish, Paisley, that every pupil in it is under instruction in arithmetic, even the youngest, who cannot write or read, and who are taught from small pieces of broken slate portioned out amongst them. The teacher finds it useful to begin arithmetic thus early, as the attention it requires fits them to take more aptly the lessons on other subjects."* The art which renders this practicable lies much in a skilful classification; which, however, for the branch in question, is sometimes not understood, sometimes neglected, in a few cases disapproved, and for no better reason than when the same lesson is common to all, one is apt to copy from another. The use of the black-board heightens the facility which classification affords; and to the same effect other means are occasionally employed, such as those which have been best used in the commercial academy of Greenock, where "the teacher has made a set of calculations in a private note-book of the different powers, as far as the tenth, of a variety of numbers, none of them exceeding 100. The examples written upon the board are all taken from this note-book; and a glance at the line which contains the 10 different powers of the given number shows at once what is the result of any calculations upon the given number either in Multiplication, or Division, or raising the power, or extracting the root. The effect of this is to abridge the master's labour to a great extent."†

In most of the schools there are a few pupils who have gone through an ordinary course of arithmetic; and it is not seldom that this branch is very skilfully taught, as in the above-named school at Greenock, the parochial school of Kirkliston, the academy of Alloa, and many others.

Of the 2273 pupils under lessons in arithmetic, 680 were found to have advanced beyond the rule of Simple Proportion.

Religious Instruction.—Sacred truth is taught in all the schools without exception, and has in no instance been omitted, either from neglect or from an opinion that it may be more fitly left to the clergyman or the parent. In one instance, indeed, much of this instruction has been withheld, because the Sabbath-school supplies it: in another, less has been given than the teacher desires, be-

* Notes. † Notes.

cause the Roman Catholic parents are averse to the instruction of their children from the Assembly's Catechism: in a third, the master does not venture upon explanation from a fear that he has neither authority nor knowledge to enable him so to meddle with sacred matters. Still, it may be said, that the truths of religion are, to some extent, taught in all the schools without exception.

This is not the only subject of instruction which is common to all the schools; but there is no other in which so large a number of the pupils at all the schools are instructed; for it extends to all children beyond, and to many within, the years of infancy.

The parish schoolmasters are not required by law to teach either this or any other branch, but such as the heritors and ministers may appoint. Their schools, however, are placed under the ministers and presbyteries of the church; and from that they derive not a little of their religious character. The adventure teachers are at liberty to teach what they choose; but they are generally guided by the example of the parish schools. If superintendence had been wanting in the one case, and example in the other, it cannot be supposed that religious instruction would have been uncommon, but it would probably not have been common to all the schools, and not have had the same pre-eminence among the other objects of study.

In the teaching of religion, there are three well-marked differences of mode analogous to those which have been distinguished in the teaching of English reading.

1st. One kind is limited to the learning, or getting by heart, of the Assembly's Shorter Catechism, and to the reading daily, or on certain days of the week, of a portion of the Sacred Scriptures. These exercises are generally given to all who are able to read. But the bare answer to the question in the Catechism satisfies; and it seems doubtful whether the Bible lesson be not, to all intents, a lesson in mere reading. The answer is, perhaps, well given, and the lesson well read, and nothing more is attempted or desired. The teacher, perhaps, has never chanced to see how religious instruction can be conducted in any other manner; or, again, he approves of this mode by thinking that "the form of sound words," if only well engraven on the memory, can hardly fail to be of use in future years, when they may come to be better understood; and, in the meantime, that the lesson is not unaccompanied with the sentiment of reverence for Divine things, giving at least somewhat of the education of feeling, if not of knowledge. Nay, it is believed that some masters have abstained from carrying their religious instruction beyond the point here noted, from a notion that their province as teachers extends no further, "the understanding heart" being, after all, the gift of Divine grace.

It must be allowed that even this least amount of religious instruction is far from being profitless. The child cannot choose but understand, in some degree, the simple narratives of Scripture

as he reads them; and the ideas of God, the Redeemer, the creation, sin, the Commandments, Prayer, and many others occurring in the Catechism, concern human nature too intimately not to have a meaning to human reason in very early stages of its development.

On the other hand, this style of religious instruction is discredited by the ignorance which it sometimes leaves of the most important truths. Examples might be given from schools, both of the endowed and unendowed class; but as the cases are not very numerous, it is the less necessary to mark them by any special illustration.

This method of religious instruction prevails in 25 of the parochial, and in 35 of the non-parochial schools.

2nd. The method is improved when some anxiety is shown that the lessons should be received with an immediate understanding of their import,—and this, though it should only be *in modum recipientis*. The sense of the passage is presented in plainer language, but with little or no advantage from illustration. Some of the explanatory catechisms are used, or the teacher draws upon his own knowledge as he proceeds.

In this manner, unquestionably, the subject becomes more level to the apprehension; and what is better, the habit is produced of fixing the attention steadily upon the sense of what is read.

In more than one instance, however, the practice was found to have degenerated into a mere exercise on synonymes and etymology, and to have dropped almost entirely its character as an exercise upon the truths of religion.

Upon this plan the religious instruction is conducted in 17 parochial and 34 non-parochial schools.

3rd. The explanatory mode is employed in its whole compass and variety, when the Catechism is illustrated with Scripture proofs; some of them suggested neither by the teacher nor by the text-book, but sought out by the pupil himself. The Bible reading is followed by minute interrogation upon the facts occurring in the lesson. The substance of the chapter is stated on the spot by the pupil in his own words, or he prepares an account of it at home. In the latter case, the parent frequently assists, and perhaps to his own advantage; so that, as contemplated in the Book of Discipline, "the exercise of the children becomes great instruction to the aged and unlearned." Both in these home essays and in the class, the pupil is exercised in the more remarkable passages of sacred history—the lives of the Scripture characters, the parables, miracles, and prophecies; and he is encouraged as much as possible to repeat the very words of the sacred text. Nowhere is this done to a greater extent than in the academy of Bathgate, the charity school at Falkirk, the parish schools of Polmont and Inchinnan, the privately endowed school at Fintry, and the female schools at Alva and Kinnaird. And how congenial this sort of knowledge is to very young minds is there seen at once, in the extent to which it is carried, in the vivacity with which it is displayed, and in the evident pleasure with which

it is acquired. All of these varieties do not occur in any one school; but they are here classed together, because in spirit and in effect they belong to one method.

In no part of their work do the teachers who use this method engage with more spirit or exhibit more ability. It might be supposed that they owe their success in it to the command which they generally possess of the explanatory practice, were it not that some amongst them, who are unskilled in all other respects, perform most efficiently in this; showing that they are inspired by a principle stronger than any art of their profession.

None of these school studies can be regarded in any point of view with the same satisfaction as this. The exercise of the memory, judgment, and faculty of expressions which accompany it is invaluable. But, at the same time, the subject-matter is sacred; and to think much, and know much of such matters, is one of the appointed means by which more important benefits are secured.* A great deal of the instruction now described, though not perhaps in the first instance, is assuredly, in its effects, moral and religious; part of it is so, directly.

The method now referred to is employed with more or less success in 24 of the parochial and 33 of the non-parochial schools.

Upon a general view of the modes of conducting the instruction in this branch, it is suggested for consideration, whether the moral part of it does not admit of a fuller development than it generally receives. The historical, narrative, and doctrinal portions of Scripture are in many schools taught, as well as the years of the pupils and the duration of their studies admit; and their concrete nature places them first in the order of progress. But much more remains. It is still in a partial, casual, and merely inferential manner that the pupil becomes acquainted with the morals of the Gospel. Not many, for example, have possession of the great truth, that all duties, even those that respect their neighbours and themselves, are duties which they owe to God; a truth which, as it concerns all, is adapted to the apprehension of all. Few are taught expressly what many of their duties are, and directed to the words of Scripture that enjoin them: in most schools this is not attempted, and there are few indeed where it is performed systematically, and with that abundance of confirmation from the Divine word which, in every instance, can be so easily adduced. Here then the teaching of this branch, well taught as it so often is, appears still to admit of some improvement.

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* "Such is the nature of man that nothing can come at the heart but through the door of the understanding; and there can be no spiritual knowledge of that of which there is not first a rational knowledge. It is impossible that any one should see the truth or excellency of any doctrine of the Gospel who knows not what that doctrine is: a man cannot see the wonderful excellency and love of Christ in doing such and such things for sinners unless his understanding be first informed how these things were done."—*Jonath. Edwards, Sermon.*

Such are the extent and character of the instruction in those subjects, some acquaintance with which may be supposed necessary to all. But to these are often added two others not so indispensable, yet commonly forming parts of an elementary course—English grammar and geography.

English Grammar.—Some teachers, who consider this branch as a necessary adjunct to the reading lesson, offer it to all their pupils who have reached a certain stage of progress, without marking the advance, either by adding to the school fee, or by requesting the consent of parents. But, not unfrequently, they learn that the latter is withheld from unwillingness that the time of the child should be occupied in a study deemed unnecessary.

In this way it happens, for example, that there is but one grammar pupil in a parish school of 70, and 15 in another of 112. The parent is the actual arbiter in the matter.

In truth, taught as this branch sometimes is, it does not repay the time bestowed upon it, and the difficulty may be excused of discovering wherein its advantage consists. The rules and definitions, as given in some text-book, are, perhaps, pretty well committed to memory; and the exercises in the same have been tolerably performed. But the pupil remains unable to parse the ordinary reading lesson; and, although familiar with the general rule, he is but little acquainted with its application. Wherever the attempt to teach this branch is feeblest, it is observed that this abstract method is most in use.

In the schools where English grammar is best taught, and in not a few it is taught in the best manner, text-books are used more sparingly. The occasion of exercise is then found in the ordinary reading lesson, and the method of teaching is the reverse of that followed in the other case; the groundwork of the lesson being *here* the example, as *there* it was the rule. This method has the virtue of all methods that put the teacher upon his own resources, when resources in that quarter are not altogether wanting.

Of the 1200 pupils in this branch, it is reckoned that 580 are in the course of being instructed in the better manner now referred to. And this favoured class, when their course has been completed, are generally found competent to parse any ordinary lesson, and to analyze and vary the construction of sentences. They are also acquainted with etymology in both its parts—with the inflections and the derivations of words; the latter, of course, accomplished by committing to memory a pretty extensive vocabulary of roots—Saxon, Greek, and Latin, with prefixes and affixes.

In a few schools there are some well-conducted exercises in prosody and English composition. In a very few, some of the grammar exercises are done on paper, the slate, or the board: methods of which the use and power are not very generally understood.

Geography.—As already noticed, geography is not taught to

any extent in much more than half the number of the schools; and, perhaps, there is no branch which so many do not receive, merely from want of the necessary apparatus.

The simple nature of the subject has suggested to some teachers the propriety of giving a few easy lessons upon it to very young pupils, and, from an idea of its adaptation to that class, the Scottish School-book Association have prepared their "Young Child's Geography."

The same Association have provided, in like manner, for a more advanced class of pupils who cannot devote much time to this or any other school study, their "Outlines of Modern Geography." It is well known to that Association, consisting, it is believed, of many practical teachers, as well as to others who have supplied helps of similar value in the teaching of this branch, that a very large proportion of the children at elementary schools desire to be instructed merely in the outlines; and that it is better they should be so instructed than leave school wholly unacquainted with the matter. Accordingly, of the 1515 pupils in geography, 1070 do not seek more than is contained in the "Outlines" referred to; and a very large proportion of them do certainly not receive so much, commonly for want of maps. It is found, for instance, that there is sometimes a tolerable acquaintance with the geography of one country, probably of Scotland, while every other is totally unknown, and even while the pupil cannot tell to which of the four quarters it belongs; a case which suggests that, when few maps can be obtained, a better judgment might be exercised in the choice, and with a recollection of the fact, that things which it may be convenient, useful, and perhaps necessary to know, do not always in the same degree minister to the true purposes of education. For it is surely a more liberal and improving knowledge which embraces, though in a very general manner, the great features of the entire surface of the earth than that which is limited to an acquaintance, not very minute, with the topography of any one of its political divisions, however much recommended by the accident of a personal relation to it. "'Tis one thing to say that a thing *deserves* to be known, and another to say that 'tis *learning* and *wisdom* to know it. For a thing may *deserve* to be known, not as perfecting the *understanding*, but merely as touching upon our *interest*." *

Another class of pupils have both time and desire to take more than the "Outlines;" and for them "Complete Systems of Geography" have been prepared, containing copious notes of remarkable events upon the history, industry, natural productions, government, religion, &c., of the different countries. The number who receive this complete course is about 450.

The number would probably have been greater if the pupils had not already taken the more limited course which was designed

* John Norris.

for others, and been thereby indisposed to any farther study of the matter. In other instances, as well as this, it is observed, that a low standard of instruction used for one part of a school is apt, if the teacher be not much upon his guard, to be insensibly adopted by the rest, for whom it may not be so befitting.

On the whole, this branch is taught with spirit, and to good purpose. It may be added, that great attention has been given to sacred geography in the burgh school of Linlithgow, the parochial schools of Nelston and Bothkennar, and some others.

In regard to the mode of teaching, it may be noticed that whatever the extent to which it may be carried, text-books are not much used. In the better schools, the large maps published by Messrs. Johnstone and by Messrs. Chambers are common. In some, a small hand atlas is employed, "which the teacher finds to have its advantages, as the pupils can be taught to point out places upon it without any direction from the sight of names—a mode of the same principle which has produced maps without names at all, or with only their initial letters."* In a few instances, the pupils have been well exercised in the construction of maps. But it scarcely ever happens that they are taught to trace an outline of countries on the board. When the apparatus is sufficient, the descending method is well nigh universal; that is, a general idea is given of the earth's surface—its seas, continents, and four quarters: and no country is minutely studied till some notion has been given of its position relatively to others, or, at least, to most of the greater divisions of the globe.

The instruction, of which the particulars have now been noticed may be approved without reference to the occupations or state in life—either present or future—of those who receive it. It is only when it advances somewhat further, that that consideration comes to be with propriety entertained. And in now adverting to the branches more advanced, it is only necessary to premise, that a large proportion of the four counties is occupied in mines and manufactories, and is therefore disposed and congregated in the manner to which these kinds of industry usually and necessarily determine.

Higher Branches.—The proportion of pupils at the 166 schools, receiving to any extent classical or mathematical instruction, is as follows:—

	Number learning Latin.	Number learning Greek.	Number learning Mathematics.
Parochial and burgh schools .	211	24	86
Non-parochial schools . . .	115	19	23
	326	43	109

* Notes.

When it is added, that of the 326 learning *Latin*, 250 have not been occupied with it for three years; that 180 attend the three large grammar-schools of Greenock, Bathgate, and Paisley, and that almost all are the children of people in the middle classes, it will appear that the districts in question suffer nothing at least from the evil of over-education. The numerous manufacturing and mining population of the four counties, perhaps, does not send a single child to school to receive one lesson of this description.

The *Latin* language is taught in a very superior manner in the grammar-school of Greenock. It is also well taught in the academy of Bathgate, the grammar-school of Paisley, the parish schools of Lochwinnoch, Dalmeny, and some others.

The practice of translating from English into Latin is rare; as also the study of ancient geography and Roman antiquities.

It is remarked that a considerable number of those who receive a limited instruction in this branch, afterwards, on the strength of that acquirement, betake themselves to teaching; and that after leaving school, they probably make no further progress, being still unprepared for the universities, or unprovided with the means of pursuing their studies there. May not the Normal school, by affording its encouragement to persons in this situation, find one of its best opportunities to benefit the education of the country?

Of the 108 under lesson in *Mathematics*, there are instructed in geometry not less than 50; and in plane trigonometry, 35. Both of these, with algebra, are taught with great ability by Mr. Buchanan, in the commercial school of Greenock; also, in the academy of Alloa, and the parochial school of Kirkliston. Except in four or five schools, the progress in geometry does not extend beyond the Fourth Book of Euclid; nor in algebra beyond simple equations. Mensuration of heights and distances is sometimes taught without any previous lessons in geometry; and the propositions on which it depends received without demonstration.

On this head may be noticed the remarkable acquaintance with the principles of Natural Philosophy, which is displayed in the well-conducted parochial school of Saint Ninian's.

Teachers' Qualifications.

It may be inferred from these statements, that the teachers are sometimes possessed of professional talents and acquirements, which they are not called upon to exercise; and such is not unfrequently the case. As frequently it happens, that the more advanced instruction is received only because recommended by teachers ambitious that their schools should have the credit of professing it, or zealous to communicate it from mere love to the exercise of their calling, or actuated by a public spirit, which is unwilling that education of that nature should be altogether unknown in their neighbourhood.

The parochial masters are required by the statute to teach such

branches of literature as may be deemed necessary by the heritors and minister; but the General Assembly "recommends to such as have the power of settling schoolmasters, to prefer thereto men who have passed their course at Colleges and Universities, and taken their degrees, before others who have not, *ceteris paribus*."* It is believed, accordingly, that every one of the parochial teachers now referred to has some knowledge both of the Latin language and of mathematics. Nevertheless, the number of schools in which these branches are not taught to any extent is as follows:—

	Number where Latin not taught.	Number where Mathematics not taught.
Parochial schools	33	45
Non-parochial schools. . .	85	87

Some teachers, it may be supposed, are entitled to profess, and do profess, these branches upon such knowledge of them merely as may have been acquired at the parish and other schools. But the presumption of qualification is of course improved, where the advantage of University education has been added. On this point, it may be satisfactory, therefore, to present the following Table:—

	Total Number.	Number who have studied at a University.	Two years.	Three years.
Parochial teachers . .	64	44	12	16
Non-parochial teachers .	102	23	8	12

It may be added, that three of the parochial teachers, and one of the non-parochial, are Licentiates of the Church of Scotland; and that some others are understood to have studied at the University, before their views were determined to the calling which they afterwards embraced.

It is plain, there are many things in the situation of most of these teachers which forbid the expectation of finding amongst them any greater attainments than they commonly possess. Among these, the little demand which exists, especially in the manufacturing districts, for instruction in the higher branches, a circumstance ingenuously lamented by some as the cause of a felt disadvantage to their own minds; the want of books of general literature; the want of equal society; and the few opportunities of intercourse with others of their own profession. These are not simply discouraging circumstances—they have the necessary, inevitable effect of preventing many teachers from upholding that tone of intelligence so proper to their calling, and of obliging not a few of them, by degrees,

* Act Assembly, 1706.

to drop much of the acquirement with which they had originally entered upon it.

These results are, indeed, prevented to a considerable extent by other circumstances, such as the access to parish libraries, of which the schoolmasters are frequently the managers; the holding of adjunct offices which connect them with kirk sessions and with parochial meetings; the official visits of ministers and Presbyteries to their schools; occasional intercourse with the clergyman of the parish, and the hope of promotion to more important charges, by proving their superiority of those which they hold at present. From one and all of these sources, a useful influence proceeds at once upon the intelligence and character of the teachers, and the respectability of their office.

But, after all, the question does not quite so much concern the acquirements of the teachers as the ability and spirit with which they engage in the work of their profession. A few remarks, therefore, may be offered upon the methods of instruction which are commonly in use.

Method.

If education be considered in the larger meaning of the term, the subjects of instruction may themselves be considered as methods: they are methods of effecting that extrication and discipline of the faculties which, more than mere knowledge, forms the idea of culture. But there is a subordinate class of methods, which relate to the act and art of instruction, and to these, as they are practised in the schools, it is here meant to refer.

They are found to vary, not only with the genius, disposition, knowledge, and experience of the masters, but with the circumstances of the different schools, and also to a small, but observable extent, with the opinions and prejudices of the people.

In the first place, is the business of instruction carried on wholly while the pupil is within the school walls? In most instances it consists partly of lessons appointed to be prepared at home; such lessons as may task the memory, and not much more; and, therefore, least need the presence of a master. Sometimes also the advanced pupils, as already noticed, are exercised at home in English composition, and in writing little essays. And these home exercises, by forming a habit of obedience to motives not suggested by the dictation or presence of the master, but coming directly from the pupil's own sense of duty, have a moral effect, at least as valuable as any other benefit that attends them.

They are often, too, as before observed, the occasion of some profitable instruction to the older members of the family. "Posita est inter parentes ac liberos honesta contentio, dederint majora an receperint."

This prolongation of the task beyond school hours is sometimes omitted from remissness on the teacher's part; sometimes, because

it is found that not much progress is made; sometimes, because it is thought that such hours are better given to relaxation; but far more frequently it is prevented by the scarcity of school-books.

The methods of instruction are commonly of the master's own choosing, and it is rare that everything in this is not left implicitly to his judgment. There are instances, indeed, where punishment is not practised, and certain books not used, because the parents have forbidden, and where the monitorial system is not employed, because they are opposed to it. Sometimes, also, in privately endowed schools, the method has been determined by the form of the apartments, and the arrangement of seats and benches, which may have been settled according to the taste of the patron. In some points, the parochial schools are subject to the regulation of heritors, ministers, and presbyteries; but in respect of method, the masters are uncontrolled. In short, it seems to be in general understood, that they have a privilege in this matter not to be disturbed; and that the virtue of a method depends a good deal upon the description and character of the talent that employs it.

One part of school method forms the art of communicating knowledge, whether to numbers or to individuals; another part relates to the management of numbers, as marked with the usual differences in age, capacity, and progress.

1st. The method which may be used indifferently towards one or many has two varieties, distinguished by the practice of explaining the import of the lesson, or of not explaining it. How far the latter mode prevails has been already noticed: and something also has been said of the manner in which the explanations are conducted. But it may be here added, that the illustrations are sometimes of a sensible, ocular kind. Thus, in two or three of the schools, a scanty museum has been provided to aid the few desultory lessons that are given in geology and mineralogy. More frequently, the objects of natural history and the Scripture narratives are represented by pictures; but this chiefly for young children. For it is remarkable in how many instances, where this aid has been abundantly provided, the use of it is entirely neglected. In a very few cases, English grammar and the elements of natural philosophy are taught, with frequent reference to inscriptions and diagrams upon the blackboard. In one school a set of wooden models is employed, with great advantage, in explaining the principles of the mensuration of surfaces and solids. It is certain that some of these means are of the greatest use in the hands of skilful masters.

2nd. The method which has respect to the teaching of numbers is of two kinds, the simultaneous and the mutual. Both commence by availing themselves of the distribution into classes, thereby securing the three great advantages of rendering the master's time equal to the extent of his work; of exciting emulation; and of giving to the after pupils that more lasting impression of the

lesson which is obtained from accompanying the progress of their slower classmates. These effects do not take place, however, if a certain equality do not exist among those who are classed together. The simultaneous mode then resolves into the *individual:* rivalry does not appear when the distance betwixt the parties is great; and the quicker pupil languishes when his progress is long delayed. Where this condition of equality is not well observed, there is no surer mark of inefficiency in the management of the school.

The *simultaneous* mode requires for its proper exercise an arrangement of seats and desks, which is often wanting; and the want of which excludes it, in its better forms, from some schools where there is both the desire and the skill to practise it.

It is more or less practised in about four-fifths of all the schools.

In the form in which it is most perfectly simultaneous, there is a hazard of the instruction not reaching the duller or less attentive minds; but so obvious is the hazard, that it is almost universally avoided by the custom of individual interrogation. Perhaps, also, the lesson may be determined somewhat more to the expository than to the interrogatory mode, from the circumstance of its being delivered to many at the same time; and perhaps, for the same reason, the interrogation may receive a tendency to the style called elliptical. The teachers, however, who use this system much are generally the most intelligent. And they know in what points it behoves to be employed with caution.

In one or other of its modes, the system of mutual instruction is found in far the greater number of schools; for the opinion is common among teachers, that though it does not afford the best teaching power, it is useful in a high degree wherever the pupils are too numerous, and in too various degrees of progress, to be at all moments under the direct instruction of one master.

There is, however, a considerable difference of opinion among them, not only as to the kind of the instruction and the extent of the charge, which may, with safety and advantage, be intrusted to the monitor, but as to the degree of superiority, in years and knowledge, which it is fit he should possess over those placed under his care. There is also an observable difference in practice, as to the degree in which this system is merely subsidiary to the teaching of the master, and as to the amount of superintendence exercised on his part.

The monitorial practice is often hindered by the ill adaptation of the school-rooms; and, in rural localities, by the uncertain attendance of those who might be fitted for the office.

In a very few schools, the master has had recourse to some expedients for exciting emulation among the monitors themselves in their monitorial work; and this has been well done, by conferring distinctions upon them, according to the ascertained proficiency of the sections respectively under their charge, after these have

been thrown together and tried upon the common lesson. This is a device well fitted to animate all concerned, and merits to be more commonly employed.

Upon the whole, nothing is more remarkable than the skill with which very many of the schools are conducted, perhaps in the face of formidable obstacles; and it is with a full recollection of this frequent excellence that a few of the more prevailing errors of method are now remarked. It will be understood that from these a considerable proportion of the schools is entirely exempted.

1st. The branches studied are sometimes not the best suited to the pupil's years; an error apt enough to occur in mere mistake, but more apt if ambition be at hand to begin too early, or indolence too late. In one school the pupil, while yet unable to read words of three syllables, is vexed with explanations of the sense of the passage, so far exceeding his capacity as to be received with bewilderment. In another, there is exhibited upon the walls a set of geometrical figures, entitled "Geometry for the Nursery." In a third, the boys who began Latin not two years before are already reading the advanced classics, though ill acquainted with the rudiments. In this manner, by simply mistiming the period of the studies, an appearance of unusual rapidity of progress is produced, which is delusively regarded as among the triumphs of the teaching art. It is forgotten that there is a possibility of error, not merely by overtasking, but by subjecting to tasks of an altogether unsuitable description, and such as ought to be delayed, with all the reverence due to childhood, till years have given a sufficient development to their appropriate faculty. "To require of God that he should at once command the soul into that state that it is thus kindly to ripen into in succession of time, is to expect that the seasons of the year should be thrown headlong one upon another in a heap, and that there neither should be buds nor blossoms (though they have their peculiar use, beauty, and fragrance), but that it should be autumn all the year long."*

2nd. The degree of application proper to be given to each branch ought plainly to depend on the length of the period during which the child is likely to attend school, as well as on the comparative importance of the branch; yet very often these circumstances are not considered, so that the boy who is to leave school at eight or nine years of age is no otherwise instructed than the one who will remain six years longer; and perhaps his attention is much turned to some things more properly forming parts of a lengthened and varied course of education. Thus in one elementary school, there is a minute acquaintance with the geography of the Holy Land, while yet there is much ignorance of the first truths of religion. The population, distance, and mutual bearings of the different towns in a Scotch county are well known to one set of pupils, who cannot show

* Henry More.

the position of that county upon the map of Scotland. Another school, where the elements of English grammar are scarcely taught, has been diligently exercised upon the penult and ante-penult syllables. In one instance, and assuredly but one, the rules of Latin quantity are studied in excess, or at least in disproportion to the attention bestowed on more important subjects. Other things, which it "no more concerns a man to know than that a bird has dropped a feather on the Pyrenean mountains," sometimes receive unmeasured attention. And the evil is not at all in the knowledge of such things, but in the loss of time which it occasions for others of more importance.

3rd. On the other hand, there are some schools in which it cannot be said that one subject is studied to the prejudice of another, for all are brought forward in nearly equal degree, and, what is more, simultaneously; so that the lesson cannot be called a lesson of reading, spelling, grammar, geography, or Scripture history; for, short though it be, it is a lesson on all of these subjects at once, seldom two questions in succession lighting upon the same province of knowledge. It is unnecessary to observe, that the first and last effect, if not the very intention of this wilful confusion, is to prevent everything like a steady exercise of attention upon the matter so transiently presented.

4th. Occasionally, from some prevailing bias in the teacher's mind, the lesson is completely transferred from the subject with which it professes to be occupied, and settles upon ground altogether different. The lesson in religion, in this manner, sometimes becomes a mere lesson of etymology, natural history, or grammar.

5th. In those explanations of the reading lesson which aspire to give much information beyond the text, and where the teacher is at liberty to choose whatever topics he may fancy, these are sometimes observed to cohere by such unnatural and capricious associations, that to follow them is nothing less than to give to the understanding that very habit of yielding to every casual and fantastic suggestion which it is the main object of all mental discipline to correct. Here is seen the disadvantage to some teachers of wanting the close guidance of a text-book; it is, of course, evaded where there is a sound judgment, to use with discretion the licence of the showy and sometimes most effective method here referred to.

6th. Some branches are pretty generally taught only in their outlines or elements, a practice by no means to be disapproved in reference to those who would otherwise receive no instruction of the kind at all. Others, however, who might be expected to extend their knowledge much farther, it sometimes induces to stop there, either from premature satisfaction of the curiosity, or from mere forgetfulness that there is either use or room for any farther information. "I cannot help disapproving greatly of a very common practice in this country, that of communicating to children general and superficial views of science and history by means of popular introductions;

in this way we rob their future studies of all that interest which can render study agreeable, and reduce the mind, in the pursuits of science, to the same state of listlessness and languor, as when we look through the pages of a tedious novel after being made acquainted with the final catastrophe."* This remark is understood to have reference, not to the class of pupils who in this way receive more instruction than they otherwise would receive, but to those who, probably, receive much less: and the number in this latter predicament is not inconsiderable.

7th. It is well that every possible facility should be given for the acquirement of any branch of knowledge: and whatever virtue there may be in the toil of the acquirement, it is always right to seize the result by the easiest and shortest process. Some teachers, however, would escape the still inevitable difficulty by simply overlooking its existence, and by encouraging in their pupils much of the same temper of mind with which they would address themselves to any mere amusement. Effort, however, it must always be remembered, is the necessary condition under which all education takes effect; and all effort is essentially serious. It is better, therefore, for real instruction, and better as a preparation of habit or the future pursuits of life, that the school-room should be a scene of strenuous application and of earnest feeling in regard to everything which is there presented to attention. This, indeed, is not so much an error of method, as in the spirit of school management.

It is enough to indicate, in a very general way, these exceptionable traits in the mode of teaching; and only needful to notice them here at all, as they mark the value of the instruction which is the result.

Faults of method may be expected at least as frequently as they are found, when it is remembered how few of the teachers have any opportunity of seeing other schools, not to speak of better than their own. The Normal institutions are of too recent origin to have yet had any considerable influence throughout the country; and it is only within the last few months that they have commenced with those arrangements for greater usefulness which the public grants have enabled their directors to make. The following statement will be understood as relating to these seminaries at a period prior to the improvements now referred to:—

Of the whole 166 teachers, only 36 appear to have at any time seen a Normal school, and of these not more than 13 have studied in it for a term of two months.

On a general view of the schools inspected, they present all the diversities of management which might be expected from the action upon them of the general as well as the professional character of the teachers, and of the local circumstances under which they are placed. The varieties have been to some extent noticed. But it

* Dugald Stewart, Active and Moral Powers.

may yet be asked, what proportion of the schools are, from different causes, taught in a manner really inefficient. On this point the following Table has been carefully prepared:—

	Parochial Schools.	Non-parochial Schools.
Schools inefficiently taught from age or infirmity	7	2
——— from inaptitude	6	15
——— from negligence	2	5

It appears from this that the proportion of teachers morally at fault in the manner of discharging their duties is inconsiderable. The whole survey, indeed, has left the impression that a strong sense of duty in their calling characterizes the profession; and this, were it only in a common degree, would still be remarkable to their honour, inasmuch as their situation yields rather less than usual of those common helps to fidelity which arise from the hope of advancement, rivalry, control, and enlightened opinion upon the progress of their labours. The schoolmaster is thrown much by his situation upon other and higher principles of conduct; with which therefore, he may be fairly supposed conversant, when his professional life is characterized by industry and zeal.

Suggestions.

It does not appear, on the whole, that education in the four counties is at present in a course of decided improvement. On the one hand, it receives a tendency to advance from ministers and Presbyteries, and from many of the heritors and schoolmasters; but this is too often checked by increasing indifference to it among the people, especially those of the mining and manufacturing classes. It is plain, that education in these districts requires encouragement by some means other than what are now employed or at command —and the following are very humbly submitted for consideration:

1st. What has been stated in regard to the parochial schools in the four counties will probably be found to support the opinion that amendments are required in the Parochial School Act, to the effect of increasing the salaries of the teachers—of enlarging the accommodations for the school and the teaher's residence—of providing for the retirement of teachers aged or infirm—of requiring a certain rate of qualification in candidates for the office—of facilitating relief where the inefficiency is neither from age nor infirmity.

2nd. The parochial schools are too numerous and too numerously attended, at the same time too ill supported, not to present a strong claim to aid from endowment, or from salary more or less permanent.

To the possible sources of this aid it is not needful to refer at present. One point, however, in relation to the same, is suggested

by the late Act 7 and 8 Vict. cap. 44, "For the disjoining and erecting of parishes in Scotland." So long as the *quoad sacra* districts were not recognised as such by the Legislature, they could not present the same claim as the civil parishes, though their necessities might be equal to a public endowment for their schools. But when the Legislature sanctions their separation, it seems fit that they should have the ordinary means of attaining the ends for which the separation is made: of which means one of the most ordinary and most important is the endowed parochial school. The same Act for the division of parishes provides for the erection of the parliamentary church parishes, with consent of heritors, into parishes *quoad omnia*. But in that event, it does not appear, from the terms of the Act, whether the school endowment is to be derived from the parliamentary grant under the Act Vict. 1 and 2, c. 87, or from the heritors of the parish under the Act 43 Geo. III. cap. 54. If from the latter, the parliamentary grant being thus disengaged might perhaps be made transferable to the other *quoad sacra* erections,—supposing that the Parochial School Act should not be extended to them generally, as above suggested.

3rd. My Lords have already signified, by their munificent endowment of the Normal schools in Edinburgh and Glasgow, how fully they areassured of the advantage that must result to elementary education, by providing on a large scale for the professional accomplishment of the teachers; and it may be hoped that those favoured institutions will, in due time, prove the fertile source of all the benefits which they are expected to yield.

4th. As a remedy for those circumstances in the schoolmaster's situation which are unfavourable to their intellectual progress, they have, in other countries, formed themselves very often into district Associations, meeting at stated times for the discussion of professional subjects. Such Associations have been much encouraged in France, and upon views which have been thus succinctly expressed —"Elles ont l'avantage de faire sortir de l'isolement fâcheux où les instituteurs restent dans les communes rurales, d'établir entre eux des liens de bienveillance et d'information réciproques, de dissiper l'engourdissement de leur esprit, de développer en eux le principe féconde de l'émulation: l'échange des idées les multiplie: par la comparaison judicieuse des méthodes différentes, s'acquiert une connaissance plus approfondie que ne donnerait peut-être par l'adoption successive de chacune d'elles."* In Belgium, there were, in 1826, no less than 336 of these institutions; and in a Report made that year to the States General of Holland, their advantages are thus noticed—"Tous les rapports parvenus des provinces parlent des bienfaits de ces réunions qui contribuent si puissamment à augmenter les connaissances des instituteurs et à

* M. E. De Girardin, De l'Instruction Publique.

propager de plus en plus de meilleurs méthodes d'enseignement." In Germany, associations of the same kind (Schulcon-ferenzen and Schullehrer-gesellschaften) are numerous; and there, commonly, one of the clergymen of the district presides, and directs the proceedings. In the four counties, one Society has been formed for the like purposes, embracing the parochial schoolmasters of the parishes of Kilsyth, Kirkintilloch, Campsie, and Cadder; and it is known that others, though very few, exist in different parts of Scotland. But their greater prevalence, supposing ordinary prudence in their management, it is believed, would bring important benefits to education, by giving to the members that encouragement in their labours which their union would impart, and opportunities of culture which they do not often possess. A small library of well-chosen books would help to consolidate such unions; and the offer of that boon by some benevolent individual or society, might operate as a bounty to their formation.

5th. Gratuities, or small bursaries, might be bestowed with much advantage upon boys of promising talent and disposition, but whose parents are in humble circumstances, and of the class who seldom think of giving to their children more than the merest elements of education; the object being to afford them a more advanced instruction, and to open to them higher occupations than they would otherwise have aspired to. But, besides these effects, which would certainly follow, it might be found that awards of this kind tended to conciliate a greater interest in education throughout the class of people referred to, and so to remove, in some degree, that greatest hindrance to their improvement, which exists in their own indifference. The pupils benefited in this way might be required to act as monitors or assistant teachers.

6th. There is a common want, in the schools, of books prepared for registering the attendance, progress, and conduct of the pupils. If well-contrived schedules for these purposes were placed in all the schools, and the entries regularly made, this would help to promote a more regular attendance, to increase emulation, and to raise the value of simple industry, as a distinct element of merit, by giving it distinctions which the ordinary school arrangements do not afford.

7th. There are certain subjects, or certain parts of subjects, which may be taught with advantage; and which are not taught, or not taught regularly and progressively, in very many schools for want of appropriate text-books.

Scripture history, for example, is generally taught in detached portions, more or less biographical, and is rarely so presented as to afford a connected view of its entire range, or of its range through any given period, much less of the relations in time which the principal events bear to each other, or to other events of contemporary history. And yet all this, with proper helps, is practicable, and not unnecessary, even in a class of schools much below the highest.

The teaching of the Shorter Catechism by Scripture proofs, which is so excellent a feature of many schools, suggests an extension of that practice of Scripture reference to every sort of moral lesson which the opportunity occurs of inculcating.

It is not usual to give lessons of this kind accompanied, with such references, in a very full or systematic manner. And yet, while the fitness of such instruction to all schools is certain, its importance is unequalled; and this, though no more effect were produced than to lodge in the memory a store of sentences from the word of God, applicable to all occasions in human life, and to every state of the human heart,—more, of course, may always be accomplished by a proper mode of teaching.

With this view, and for the benefit, not of schools only, but of ministers, heads of families, and individuals of all classes, the Religious Tract and Book Society for Ireland, compiled and published their valuable "Scripture Text Book." With the same view, but more expressly for schools, an ample and well-arranged collection of Scripture texts, in illustration of the decalogue, has been published in France;* and various sets of lessons on different plans have been prepared for the elementary schools of Germany, the groundwork of one of these being the threefold division of duties into those that respect God, our neighbour, and ourselves.†

Of such a text-book, not a few of the more intelligent teachers in the four counties have stated that they daily feel the want. It may be hoped, therefore, that the matter may soon attract the attention of some one of those to whom the country is already indebted for so many of the best books for other branches of elementary instruction, or of those who have already, to some extent, acted on the plan, in the lessons they have prepared for Sabbath schools.

Most of the means of improvement here suggested having been already partially, in some instances, employed, and not without experience of their value, there is the more reason to think, that they merit a farther development and more general adoption.

I have, &c.,

J. P. Kay Shuttleworth, Esq., JOHN GORDON.
&c. &c.

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* Didon, Morale de la Bible.

† Denzel, Lehren Christlicher Weisheit und Tugend. See also Battersea Circular, p. 62.

Report on the Dollar Academy, by John Gordon, Esq., Her Majesty's Inspector of Schools in Scotland.

SIR, Edinburgh, 10th October, 1845.

AT the request of the Trustees of the Dollar Academy, and by direction of the Committee of Council, I lately visited that seminary and occupied a few days in observing the course of instruction pursued in it, and in receiving such information respecting its constitution, management, and resources as might guide and warrant an opinion upon its susceptibility of improvement.

This Institution, while situate at a distance from any large town, and in a neighbourhood neither very populous nor wealthy, possesses an ampler endowment than any other seminary below the Universities in Scotland, and offers a greater variety of Instruction than is common even in the highest class of schools. The interest that attaches to such an Institution, turns upon the description and merits of the education it affords, upon the spirit in which it is conducted, upon its advantages to the neighbouring population, and the degree in which it forms an object of attraction to others at a distance.

Origin of the Endowment. The Institution took its rise from the bounty of Mr. John McNab, of Milend old Town, in the County of Middlesex. He was a native of the parish of Dollar, and appears to have commenced life with no other advantage than the very little instruction he had received at the parish school. By a course of steady industry, chiefly in the business of a Ship's husband, he accumulated a considerable fortune, one half of which by his last Will, he bequeathed to the Ministers and Elders of Dollar, for the endowment of a "*Charity* or *School*" for the poor of the parish of Dollar. The executors having placed this part of the estate in Chancery, in order that it might be disposed of according to law, the destination to the Ministers and Elders was confirmed by Decretal order of the Lord Chancellor pronounced in June 1818. The legacy, when first vested, amounted to 55,110*l.* 9*s.* 2*d.* 3 per cent. stock; but by accumulations, it had increased in December, 1825, after payment of all expenses of building, &c., to 74,256*l.* 9*s.* 11*d.* of the same stock, yielding a yearly dividend of 2227*l.* 13*s.* 8*d.* By the lapse of certain annuities, the income afterwards received an addition of 150*l.* per annum. But the produce of the endowment has been since reduced by the purchase of Superiorities, &c. to 2057*l.* 4*s.* 8*d.*, with 30*l.* or 40*l.* from feu duties and rents.

Though the terms of the bequest were not free from ambiguity, and the trustees gave to the plan on which they were to act all the deliberation due to that circumstance, they finally apprehended that a *School*, and not an *Alms-house* for the poor was the description of benefit which the testator had intended. In this view they were supported by the opinion of Counsel, by an inci-

dental expression in the Decretal order, and by certain private testimony which they chanced to obtain, in regard to the nature of the Institution which the testator had proposed. The means, indeed, were much too ample for the object, when thus interpreted; but from the embarrassment of that excess there was an easy, natural, and just method of relief: the trustees were of opinion "that it was within the sound exercise of the latitude given them by the very general terms of the will, to establish a great seminary of education in the parish, in which, while the immediate object of teaching the ordinary branches of instruction to the poor should not only not be neglected, but carried into execution in the most efficient way for their benefit, the door should also be opened for those who should be found possessed of the necessary talents, to the higher and more important departments of Art and Science, through which they might more certainly elevate themselves in the ranks of society, and acquire honour and riches."* They resolved, accordingly, to establish a seminary for the two-fold purpose; 1st, of affording a suitable education, without expense, to the children of the poor of the parish, the object to which their attention was specially directed by the will; and, 2nd, of furnishing for the youth of other classes, whether belonging to the parish or not, such an extended scheme of instruction as the ample means at their command permitted: this instruction being, at the same time, free to such of the children of the poor of the parish as might be induced to receive it.

The seminary was thus formed like the parochial schools of Scotland, though upon a different scale, at once to an elementary character and to something of a much higher order: and, among the points of interest which it presents, may be noticed the fact of its belonging, in the outline of its constitution, to a class of schools which is common throughout the country; while in other respects it is materially different.

But farther, it was considered that the testator's wishes, as they faintly appeared in his use of the term *Charity*, would be well followed out, if every possible facility were afforded to the children of the poor for obtaining the instruction thus designed for them, and if their *education* should not be considered to terminate altogether upon their leaving school. It was therefore resolved, in the 3rd place, to afford "occasional assistance from the funds to those who are eminently deserving, during the period of their attendance at the schools; and to assist those who are industrious and well behaved, in prosecuting mechanical professions: and in case of promising genius and talents, to enable them to complete their studies in the Established Universities of the country." In all this, the Trustees were guided by the advice of the most eminent Counsel of the time.

The Institution was opened in the new building, in the year

* Statutes and Rules of the Dollar Institution.

1821; when the programme announced the following branches to be taught by so many different masters; 1, English and English Grammar; 2, Writing, Arithmetic, and Book-keeping; 3, Latin, Greek, &c.; 4, Modern European Languages; 5, Mathematics, &c.; 6, Drawing and Painting, &c.; 7, Chemistry as connected with the Arts. A schoolmistress was also appointed to teach "plain and fancy work, shaping of clothes, working of lace," &c. All of these branches have been continued without intermission to the present time, with the exception of the course of chemistry, which was dropped about 20 years ago. The scheme has since been enlarged by the addition of an Infant school;* of lectures on Botany during summer;† and of a separate class for religious instruction.

These and all other arrangements in the constitution of the school, were formed by the Kirk Session of the parish, to whom the fund was bequeathed, and to whose administration, therefore, it was implicitly committed. For their direction they laid down a set of regulations, among which were the following:—That a general meeting of the Trustees should be held on stated days, three times in the year, in the Institution building at Dollar,—five or a majority of the acting Trustees in Scotland to form a quorum, the Principal to preside, and all questions to be decided by a majority of those present; that interim meetings might be held, whose proceedings should be subject to review at the next General Meeting; that all office bearers of the Institution, the Principal, Teachers, Treasurer, Librarian, Clerk, and Janitor, should receive their appointments from the Trustees and hold them during pleasure; and that the amount of the teachers' salaries and the rates of school wages should be fixed by the Trustees, and altered from time to time, as they might see cause. Part of the duties of the direction they delegated to the Principal, to whom they assigned a general superintendence of the seminary, and the charge of examining the several classes monthly, and reporting on their condition to the General Meetings. He was also commissioned to "attend particularly to the religious and moral instruction of the pupils, and to watch over the religious, moral, and literary interests of the whole establishment." But the duty of the Trustees mainly concerned the application of the endowment; and in regulating that matter, they kept in view all the different modes in which a school endowment can be made effectual,—the accommodations for the school and masters, the salaries of the various office-bearers, gratuitous instruction, school requisites, and that occasional assistance to the children of the poor which may be considered as necessary to the furtherance of their education while at school, college, or apprenticeship. The arrangements which were then formed and subsequently modified, in these several particulars, are as follows:—

Application of the Endowment. 1st. The parish of Dollar ex-

* Instituted in Dec. 1831.

† Instituted in 1839.

tends along the foot of the Ochill range, about one mile and a quarter, with an average breadth of about four miles. It contains a population of 1660, of whom upwards of 1000 are collected in the village of Dollar. The ground purchased for the Institution is about 17 Scotch acres in extent, and in the immediate vicinity of the village. On this a building for the seminary was erected at an expense of about £12,000. * It is in the Grecian style of architecture, 186 feet in length and 63 feet in breadth. In the centre of the front, which looks to the west, there is an elegant portico of six columns. The whole of the centre is occupied by a great hall or library 45½ in length and 45 in breadth, which is lighted by a cupola in the roof, the height from the upper part of the doom, which is supported by fluted columns, being 45 feet to the floor. The rest of the building is occupied by commodious and lofty class rooms, the trustees' room—in which is a museum, and the janitor's house. An extensive lawn surrounds the building, and the grounds on the north, consisting of several acres, have been formed into a garden or nursery."

In the immediate neighbourhood of this erection, dwelling houses, seven in number, with gardens attached, have been built for the accommodation of the masters; they are contiguous and constructed on a plan nearly uniform, consisting of two stories and containing each eight apartments and closets. They were built at an expense of about £5000. There is also a house on the premises for the accommodation of the infant school, and the residence of its teacher.*

2. The emoluments of the "regular" teachers are made dependent in some degree, if not upon their exertions or success, at least upon the number of the pupils that resort to their several departments. They receive a fixed salary of £80 per annum each, with the school wages payable for the branches which they respectively teach, and collected by the treasurer; but if the amount from both sources fall short of a specified sum, the deficiency is made up from the funds of the Institution: and there is also a certain maximum which their income from both sources is not permitted to exceed. The following table (see next page), exhibits the allowances that have been made to the different teachers, as well as to the other office-bearers of the Institution.

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* "The trustees make a computation of the probable number of scholars who, they think, will upon an average attend each master providing he conducts himself properly and does his duty; and, in reference to the average number of scholars so estimated, they fix upon such a certain compensating quarterly fee as would, if paid by each scholar to the master, give him, along with his fixed emoluments, a comfortable and respectable income; and when the compensating quarterly fee has been so fixed, there is regularly paid by the treasurer out of the general fund to each master quarterly, along with his salary, such compensating fee for each scholar included in his said average number, who shall be actually attending his department: and that without distinction of gratis or foundation scholars, boarders or others who attend the institution."—*Statutes and Rules of the Dollar Institution.*

	Minimum from Salary and Fees.	Maximum from Salary and fees.	For Assistants.
	£.	£.	£.
Principal (wholly salary)	200	200	..
Teacher of English	140	160	30
„ Writing and Arithmetic .	140	180	30
„ Latin and Greek . . .	140	160	10
„ Modern languages . .	140	160	..
„ Mathematics	140	160	..
„ Drawing	140	160	..
„ Religious Instruction . .	60	60	..
„ Sewing	..	70	15
„ Infant School	50	50	10
Physician	60	60	..
Gardener, including £15 for giving lectures on Botany	75	75	..
Librarian	20	20	..
Treasurer and Clerk	50	50	..
Janitor, including £10 for cleaning rooms, and £5 for keeping rain-gauge, barometer, &c. . . .	55	55	..

3. According to the will of the founder, part of the pupils are educated gratis: and one natural effect of the endowment has been, to afford to others the opportunity of being educated at lower rates of payment than could otherwise have been, obtained. The gratis pupils are "the children of those who come within the legal description of the poor, and who, as such, are recognised by the Heritors and Kirk Session as the fit objects of parochial charity." In this class, also, are reckoned the children of those parishioners who were resident in the parish at the date of the Lord Chancellor's Decretal order, and whose earnings did not amount to £50 a-year. The number of gratis pupils last year amounted to 130.

The reduced fees vary from 8*d.* to 5*s.* per quarter for each class, according to the supposed income of the parents; and are confined to the families of "industrious and well-behaved parishioners" of the labouring and middle classes, who have acquired a settlement in the parish by three years' residence." A still further reduction is afforded, at the pleasure of the trustees, to legitimate orphan children; and illegitimate children of qualified parishioners, though not admitted to the benefit of these rates, nor received into the Institution, are educated occasionally in the parish school from the funds at the disposal of the trustees.

There is a third class of pupils to whom the rates of school wages have been lessened, though in a small degree, in consequence of the endowment,—these are the children of parishioners without the qualification of three years' residence, and with incomes supposed to be of less amount than 50*l.* per annum. To them the fee for each class is 5*s.* per quarter. To all others, whether usually resident in the parish or coming from a distance, the fee is 7*s.* per quarter for each class attended.

The total amount of school wages received by the treasurer for the year ending in August last was 142*l.* 4*s.* 10½*d.*

4. Insofar as the endowment is not directly applied to the objects of the Institution, it is appropriated to pupils or to those who have been pupils of the Institution, for three distinct purposes.

(1.) Bursaries to one or other of the established Universities are awarded to "such as have distinguished themselves in the various classes of the Institution, and shown a thirst for the acquisition of farther knowledge, and who, there is reason to believe, will turn to good account in after-life the advantages of a University education." These bursaries are limited to 3 in number; they are not to exceed 20*l.* per annum each, and may be held for 4 years. Since the year 1832, the total number of Bursars has been 10,—the periods varying from 1 to 4 sessions. At present, there is but one bursar, and his allowance is 10*l.* per annum.

(2.) Allowances are also granted to the "parish boys" and other gratis pupils upon leaving the Institution, to assist them during apprenticeship or in the employments to which they propose to devote themselves. The principle of this appropriation seems to be, either that the pupil is considered to stand in need of some such advantage, in order that the education he has received at the Institution may have its due effect, or that the apprenticeship is regarded as only a prolongation of the period and process of education considered in the larger sense of the term. The amount expended in this manner from the funds of the Institution does not exceed 80*l.* per annum; and not more than 5*l.* is granted to one individual. Four boys and a girl were aided in this manner last year, with sums amounting to 19*l.*

(3.) Allowances are also granted to enable poor children to attend the seminary, whose attendance might otherwise have been prevented by the indigent circumstances of their parents. The sums expended in this manner amounted for the year 1843, to 100*l.* 14*s.*

In all of these arrangements, the benevolent intentions of the founder appear to have been correctly though liberally understood, and judiciously carried into effect.

5. Another advantage which the seminary derives from the endowment is thus noticed in the Regulations:—"Gratis scholars on the foundation are entitled to receive without price such articles of stationery as they need, and a copy of each book used at the different classes." This object is accomplished at an expense to the fund of about 55*l.* per annum.*

For the "efficient teaching of the several classes," the seminary is also provided from the same source, to some extent, with other requisites, such as maps, philosophical instruments, &c.

A Library has also been established, mainly upon the funds of the Institution. It is intended, in the first place, for the benefit of

* The amount for the year 1843.

the pupils, but also for the advantage of the neighbourhood at large. It consists of about 3600 volumes in Civil and Natural History, Biography, Belles Lettres, Philosophy, and Divinity. It is open to the gratis pupils, and to their parents on special application, without fee; to all other pupils, on payment of a sum varying according to their circumstances, from 6*d.* to 2*s.* per quarter; and to any of the parishioners on payment of 2*s.* per quarter. The number of pupils who avail themselves of the privilege, in the course of the winter season, does not exceed 100; and not more than a dozen individuals in the parish besides subscribe in the course of twelve months. But it is remarked that the books taken out by the pupils are in very many instances such as appear intended rather for their parents' use than their own. The number of volumes issued is about 50 per week. The produce amounts to about 30*l.* per annum; and this is the only fund regularly applicable to the increase of the collection; though sometimes a grant is made for the same purpose from the general fund, of 20*l.*

In these several modes this ample endowment has been applied; and it is not easy to imagine any other which the terms or the purpose of the bequest would have permitted. The trustees appear, indeed, to have considered well the nature of their trust, and the ways in which it might be administered with most advantage. If the gratuities to poor scholars should appear to fall rather dubiously within the scope of the bequest, it may be remembered that instances of the like arrangement adopted as a means of promoting education, are not uncommon. A provision of exactly the same nature often forms part of the private benefaction for education; and is so obviously appropriate that it is found accompanying the State endowment of the public schools of Prussia.

Attendance.—A seminary appointed in this manner is obviously fitted for much more than to supply the education of a parish of small extent; it "snatches a grace" beyond the first intention of its foundation, by offering itself for the country at large as a seminary for more of the higher branches of education than are usually to be found elsewhere. It is true that each of the branches here taught is taught in almost every town in Scotland, but it is seldom that they are all concentered in one institution, seldom that the means of teaching them even singly have been so liberally provided; and more seldom that a combination so desirable occurs in any rural locality.

The attendance of pupils in all the departments, at the time referred to, amounted to 197; but during the year ending in August last, the average amount for each quarter was 257. Of the latter number, 10 came daily from the adjoining parishes of Muckhart and Tillicoultry; and from 15 to 20 boarded with the teachers were the children of parents residing at a distance. The rest were the children of parishioners, with the exception of those of one family whom the advantages of the institution were supposed to have induced to settle in the neighbourhood.

It is worthy of remark, that all the young in this parish, betwixt 6 and 14 years of age are ascertained to be in habitual attendance at school. The case is not common in parishes of a similar description, and may be ascribed in a great measure, to the attractions of the Institution, and to the effect of its superior provisions in reminding of the importance of the interest which it serves. The Institution, however, is not the only seminary in the parish; for there is also the Parochial School, which no casual abundance of other means of education can supersede; and there is a very small school, if so it may be called, kept by a female, who assembles some 30 children in her humble dwelling. Both of these are in the immediate vicinity of the Institution. The former has not been expected or designed, in the circumstances, to exemplify the better class of parochial schools, and assuredly it is one of the least considerable of its kind; it was attended last year by about 40 pupils, of whom part were educated at the expense of the Institution. The resort to these two inferior schools in preference to the Institution may be attributed to the still lower rate of their charges; to the humbleness of their character better suiting the taste of parents in very humble circumstances; and also, it is believed, to a lingering feeling of disappointment on the part of some parishioners, that the "Charity" had not been directed to the advantage of the poor in another manner, than by a provison for their education even upon a scale of the utmost liberality.

The attendance at the Institution is ascertained and noted weekly in registers kept by the masters in each department: and a Report on this point is made by them quarterly to the Principal. These registers are not kept on any uniform plan: but it is not customary to inquire the causes of absence, and to provide against its recurrence without good cause. There is, as may be expected in any circumstances, a proportion of the pupils whose attendance is irregular: but it is certain that the number who do not attend for more than 6 months in the year does not exceed 10 or 12.

It appears, then, that the Institution, in giving instruction to a sixth part of the population, so far accomplishes its purposes in reference to the parish: nor is it likely that any improvements of which it may be supposed susceptible would, if adopted, add much to its success in that respect. But insofar as the object of the seminary is extra-parochial, there is not the same cause of satisfaction in the result. For some years after its commencement, the resort of pupils from a distance was considerable; and it might have been hoped that, as its novelty ceased, the attraction would be continued by the growing knowledge of its unusual advantages and its merits. But, as an Academy of the highest order, its use is certainly not such to the country at large as might have been expected. This has been attributed, in part, to the prevalence of an impression, that it was meant exclusively for the benefit of the poor of this parish. But probably it has been owing, in a much greater

degree, to the fact of the Institution being formed, as it behoved to be, at once for supplying an elementary education to the children of the humbler families in the parish, and for the different purpose of affording to others an extended course of liberal instruction. Had the seminary been constructed for the latter only, it is not unlikely that its distinct and peculiar character among the educational institutions of the country would have rendered it more an object of interest at a distance.

Branches taught.—In now adverting to the scheme of instruction which the school affords, it may be proper to notice, in the first place, the occupations of the people, for whom it has been provided. Agriculture, then, is the prevailing employment; and all who are not, in some manner, connected with it, may be classed as follows:—

Persons engaged in the coal-mines at Sheardale	40
in the bleachfield at Dollarfield	62
in brick and tile works	19
in woollen mill	6
landowners the least of whose rentals exceeds 50*l.* a-year	9
non-professional persons in independent circumstances,	10

It may be, that a certain conformity should subsist betwixt the circumstances in life and the instruction which is given; and in some localities this is for obvious reasons much more necessary than in others. But it is not easy to determine when this rule comes to be infringed by any excess on the side of education, especially when due attention has been given to the formation of the moral character by the principles of religion. At all events, it is not so necessary that the instruction of the pupils should be regulated by the circumstances in which it finds them as by those to which it will probably advance them; for, under Providence, the future position of individuals is apt to be decided, in a great measure, by education itself.

The proportion of the pupils who attended last year in each of the different departments of the Institution was as follows:—

English reading	220
Writing and arithmetic	177
Latin and Greek	50
Modern Languages.	
French (aggregate attendance during the four quarters)	100
Italian	20
German	15
Mathematics and Geography.	
Mathematics	17
Geography	38
Drawing	47
Religious instruction	119
Sewing school	80
Infant school	70
Sabbath school	60
Lectures on Botany	20

With this may be compared the state of education in parishes where it has not the advantage of any extraordinary provision, and where the population are in circumstances not materially different from those of the people of Dollar. The following may be considered a fair specimen in the particulars referred to, of other parishes throughout the country:—*

	Population.	Greek.	Latin.	Mathematics.	French.
Parish of Biggar	1,865	5	11	6	6
„ Stow	1,734	1	4	5	1
„ Lauder	2,198	7	17	10	7
	No. of Parishes.				
Presbytery of Irvine	16	70,552	10	101	111	45
„ Annan	8	15,849	10	40	61	12
„ Meigle	13	17,694	4	37	18	

It thus appears how far the parish of Dollar avails itself of the superior instruction afforded by the Institution; and though the several departments of it were conducted with no more than ordinary efficiency, it might still be said that a better education is realized in this parish than is at all common elsewhere. In Dollar, the proportion of Latin pupils to the population is as 1 to 13,—in the Presbyteries above named, as 1 to 854; while the corresponding difference in respect to mathematics is as 97 to 547.

It may be added that, considering the Institution as limited to the service of this single parish and as aiming at no further object, it is remarkable how little there is in the scale of its appointments that gives rise to any unpleasing sense of their disproportion to the purposes in view; and the fact seems to point to this conclusion, that wherever qualified teachers are present, pupils will not be wanting to receive, and at some cost to themselves, instruction in various branches of knowledge which would not have been desired in other circumstances.

The following table exhibits the number of hours devoted to each branch of instruction by the different classes:—

	1 Hour.	2 Hours.	3 Hours.	4 Hours.	5 Hours.
	Pupils.	Pupils.	Pupils.	Pupils.	Pupils.
Reading (February to May)	60	19	..	94	..
Writing and Arithmetic	44	70	42	20	..
Latin and Greek (February to May)	2	49	2	..	1
Modern languages	30	5	2	..	..
Mathematics and Geography	28	5	2	8	..
Drawing (February to May)	37	9	1	..	..
Religious instruction	119	..	..	..	..

English Reading.—After all, it is the extent to which these studies are carried, and the efficacy of the teaching, which form the

* General Assembly's Education Report, 1842.

main points of consideration. In the division for English reading there is a pleasing appearance on the teacher's part of conscientious industry, and of an equal, impartial attention to all the pupils, whatever the differences amongst them, in age, aptitude, or condition.

During each of the five hours of teaching, the pupils are generally arranged in five classes: and as the instruction is limited to the single branch of English reading, with its usual accompaniments of spelling and grammar, the distribution is a simple matter, and seems to have been made with a due discrimination of the various degrees of proficiency. Three classes are always under instruction by the master and his assistants, and two are left to prepare their appointed tasks without aid. To secure the application of those thus resigned to themselves is an important point in the art of school management, and has given rise to the common expedient of teaching by monitors. But that method has not been here adopted. It is deemed enough to have prescribed a task to be executed in due time, the pupils being always at liberty, in the meanwhile, to inquire of the master or his assistants, the explanation of any difficulty that occurs. At the same time, it is supposed that, in this manner, they become best acquainted with the invaluable feeling of self-reliance, and are best trained to habits of spontaneous exertion. These expectations cannot be wholly disappointed: but it is evident that the best possible order is not attained, when the business of a class may be at any time interrupted by the demands of others upon the teacher's attention: nor is it advisable to leave much to the unguided study of the pupils, while the power of application has yet to be acquired, and is itself the faculty which mainly seeks the cultivating care of a skilful master. To the older and more advanced pupils it may not be so necessary that they should be under constant teaching: but in this division of the school, almost all are in those early stages, at which it is not so proper to task their free industry in learning, as to teach them how to learn. It is believed, therefore, that by the use of other methods than are here employed, the respectable individual who conducts this division might succeed in better fixing the attention of the pupils who are not under his instruction; and generally, in occupying their school hours with a more effective training.

The same may be observed in reference to the classes while under his instruction. In these the teaching is addressed rather more to the pupil as he delivers, in turn, his portion of the task, than to the class at large. As but one class is under teaching at a time, so, in a modified degree, the instruction is almost confined in each class under teaching to one individual at a time. The system is consistent throughout,—borrowing nothing from that other method which at one and the same instant instructs equally and in the same things every pupil in the class, and sometimes every class in the school; no lesson-boards, no simultaneous answering, no liberty to answer but as the turn duly passes round. This method of in-

dividuation aims at the effect of *prevailing* by *dividing*,—a mode which, whatever its virtue elsewhere, is not generally considered as the best in the business of a school-room; and the proof is, that it fails, as indeed it scarcely intends, to maintain an intense interest in the lesson throughout the class.

Grammar, etymology, and explanations of the sense of what is read are reserved until the pupil has completed his second year. In these respects, as well as in some parts of history, the more advanced classes appeared to have been very carefully instructed, though not to any great extent, nor always with marked success.

The business of this, as of the other divisions of the school, is commenced with daily prayer by the master.*

One of the simpler Catechisms (Watts') is employed for the religious instruction of young children in their first year; afterwards, the Shorter Catechism is taught daily, and the Bible read once a-week. Much diligence is displayed in the explanation of the Catechisms; and the more advanced pupils are versant in some portions of Bible History. But the result might be rendered still more satisfactory, if some of those helps were used which contribute so much to facilitate and enlarge the instruction in this branch,—such as the Catechisms of Scripture Biography. In this, as in other respects, the unwearied industry of the master is not supported by the methods at his command.

Do all the pupils in this division of the school participate in these lessons on the truths of religion? All, except the highest class, consisting of boys from 10 to 12 years of age, who are supposed to have already received as much instruction in this kind as this division of the seminary affords. More they may receive, at the option of their parents, under another master attached to the Institution, but they do not avail themselves of the privilege. This leads to the explanation of an arrangement by which the trustees have, with great anxiety, sought to provide effectually for the religious instruction of all that resort to the seminary in any of its departments.

They have established, under another master, a separate class for this branch, which is open to all, but which none are under any obligation to attend; and the master is, at the same time, commissioned to teach the common accompaniments of English reading and Grammar. They were guided in this arrangement by these considerations:—1st, That the ample means at their disposal enabled them to divide the labour of the teachers to any degree that might seem advantageous; and, 2nd, that an opportunity of

* How much attention is paid to this point in the schools of Germany, or at least in the educational literature of that country, may be seen from the question discussed at length in Stephani's Schulfreund,—By whom the school prayer should be spoken. 1. By all the scholars together, along with the master. 2. By all together, without the master. 3. By the master, each class in succession repeating after him. 4. By one scholar in each class, the rest in that class repeating after him. 5. By the master alone. Or, 6. By one scholar alone,—the rest in the two latter instances following in silence.

receiving religious instruction was due to every division of the seminary, to the language, mathematical, and all other classes. Some of the higher academies in Scotland exhibit the like arrangement; and in Prussia "il n'y a pas une des six classes dont se compose le gymnase, qui n'ait son cours de religion, comme son cours de Latin, de Grec et de Mathematiques."* The trustees seem to have had much the same views in the matter of religious instruction which appear in the constitution of these academies only,—in place of committing the task of instruction to each teacher, they have appointed one to officiate for all. By thus connecting or seeking to connect religion with the whole plan of study, they seem to have considered that education should always have a double work on hand—never aiming at the increase of knowledge without at least an equal endeavour to form and to strengthen the best principles of action; they seem to have judged that "not one line should be viewed in the volume of nature, without the joint observance of the centre where it terminates."

While the general design of this separate class is thus well conceived, it may be matter for the consideration of the trustees, whether its details admit of improvement. They have not failed to observe, 1st, That the attendance being optional to all, even to the gratis pupils, and only allowed to others on payment of a fee,—of the 270 scholars in the seminary last year, only 119 frequented this department; and, 2nd, that in giving grammar to those who are deemed too young to receive it at the English class, and English reading to beginners when it is not taken as a mere adjunct to religious instruction, this class presents one branch of the Institution actually competing with, and contradicting the methods of another. It is respectfully submitted whether in the latter case Grammar and English reading, except insofar as necessary to the lessons in religion, might not be confined to the main class for English reading; and whether, also, the department of religious instruction being thus relieved, the scope of that instruction might not be so far extended as to suit the intelligence of the pupils most advanced. It is believed that were this class as much adapted to the upper divisions of the school as it now is to the lower, the wish of the trustees would be more nearly fulfilled that religion should be a subject of study throughout the seminary.

The mode of conducting the special class for religion and the subjects taught are fully described by the teacher.† They are determined by the standing of the pupils, three-fourths of whom are not more than ten years of age.

Writing and Arithmetic.—Of the 177 in this division last year, all received lessons in writing, 133 in arithmetic, and 14 in book-keeping. Two classes, one for writing and book-keeping, the other for arithmetic, meet each hour, and are taught alternately by the

* Cousin. † Appendix.

master and his assistant. The exercises in writing are conducted in the common mode; for arithmetic there are five classes in the different stages of progress noted in the appended communication from the teacher. When it is desired to proceed beyond the subjects of the farthest advanced class, the pupil is received into the division for mathematics. The teaching of this branch is well conducted throughout, partly on the board, and partly on the slate.

Infant School.—The pupils here are from 3 to 5 years of age. Besides some very simple oral lessons, they are taught to read from lesson-boards; and a little book, of "Bible Prayers," &c., itself an excellent guide in the management of such schools, affords an exercise of attention at once in the proper degree and on proper objects.

The branches now referred to with that of sewing, which is taken by every female pupil in the seminary for a period of two or three years, complete the elementary instruction of the seminary, and form that provision to which the will of the founder expressly pointed for the education of the children of the poor. If others not of that denomination participate, the circumstance must be condered as favourable to the direct object of the charity, inasmuch as to the children of the poor it is commonly found of some advantage to mingle with others throughout the period of education.

The other section of the school stands connected with the elementary by drawing from it the greater number of its pupils, and by having many of them in common; also by its being under the same roof and under the same direction. But it is distinct, first in having its origin not in the express will of the founder, but in the sound discretion of the trustees; and next, in its being appointed to teach exclusively the more advanced branches.

If, by chance, the upper section had formed a seminary wholly separate from the other, and possessing the same equipment which it now has, of able masters for the various branches, how, it may be inquired, would that condition have affected its success? On the one hand, its greater unity of character as a seminary, in all its parts and relations, formed for the higher education might, as before observed, have attracted more pupils from a distance. On the other hand, there would probably have been fewer from the neighbourhood; for when the two orders of seminary are united as at present, an impression is produced of incompleteness in what the lower one affords; and the transition to the higher becomes so easy in the idea, as well as so easily practicable, that there is scarcely to any of the pupils a sense of aspiration in the step. The consequence is, that many proceed through the whole curriculum of the Institution as so constituted, who would otherwise have been satisfied with its elementary portions.

The more advanced branches taught in the Institution are the classical and the modern languages, and mathematics.

Latin and Greek.—In this department nearly one-half of the

pupils are of the number admitted free, and called "parish boys." The whole are distributed in 5 classes,—the rules of the Institution requiring one class to be opened yearly for beginners. Two classes meet each hour; but one is taught under the master's superintendence, by a monitor or assistant employed by the trustees. The elements of both languages are taught with great care, and in that thorough manner, by means of frequent revision, which is so necessary to any tolerable acquaintance with them. Even the highest class is not exempted from this practice of recurring to the earliest lessons. It is now occupied chiefly with Cicero, Virgil, and Horace; and at the same time with Ancient Geography and Roman Antiquities. Frequent exercises are also performed in translating from the one language to the other alternately.

In the course of their third year in this department, the pupils generally commence the study of the Greek language; in which two boys have been engaged for 3 years, the rest for 15 months. The same anxious teaching of the rudiments is apparent here as in the Latin classes; and perhaps in a greater degree. The boys farthest advanced read the Œdipus Tyrannus at the opening. They are masters of Dunbar's Larger Exercises, and have paid much attention to Prosody.

Modern Languages.—A class for the French language is opened yearly: and the course of instruction is completed in six quarters. The senior is now occupied with the classic prose and dramatic authors, from which they translate with facility. They are also taught to converse in French upon the subjects of their lessons.

The method of instruction here followed is not uncommon in the teaching of this branch; commencing with a cursory view of the simplest elements of the grammar, and at the same time with the translation of easy passages, such as are presented in Chambaud's Fables. The translation is accomplished partly with the help of a vocabulary, partly by the direct teaching of the master; and as it extends to readings of greater difficulty, a corresponding attention is bestowed upon the etymological forms, and the rules of grammar. The method is a syncretism, in short, of the two opposite modes, one of which dwells long upon the rudiments before proceeding farther, and the other, with very little preparation of that kind, commences the task of translating. The chief hazard of this method is, that the grammar, soon or late indispensable, may receive less attention than it ought, under the experience that some progress may be made without it, or with very little of it; but that has been here completely avoided, the accurate reading of the authors referred to proving that the grammar studies have not been neglected. The translations are both oral and written, and made from the one language to the other alternately. All questions and answers are given in the French language.

The same method is followed in the Italian and German classes.

The teacher has himself no mean acquaintance with several

branches of the continental literature,—an accomplishment not without its value in his province as a teacher merely of the tongues, by imparting a greater interest in his lessons, through the variety of the allusions and illustrations at his command. It is always of advantage to the spirit with which the studies of a school are pursued, when the teacher has in the background a similar store from which to draw.

Mathematics, &c.—In this department are taught Geometry, Algebra, and Geography. A class of five boys who commenced 12 months ago, have repeatedly gone over the first six books of Euclid, and the simple properties of Conic Sections. They have also mastered Bidge's Algebra, and solved a large number of the exercises contained in Bland's Algebraical Problems. The teacher's ambition is not so much to make a rapid progress, as to give his pupils a sure possession of the ground they have gone over. The knowledge, skill, and character which he displays in teaching place him in the first rank of his profession.

In Geography he has not yet had time or means to develope the whole course of the instruction he intends, but in connexion with that branch he delivered last session a course of lectures of which an outline is given in the Appendix.

As belonging to the higher division of the seminary, may be noticed also the classes for Drawing and Botany.

Drawing.—The practice in this branch is with lead, chalk, and water colours: the subjects are landscape, flowers, fruits and figures: and an equal attention is given to machine, architectural, and engineer drawing. The period of study is commonly about two years.

This branch is plainly placed in the scheme of instruction for a double purpose, being given at once as a fine and as an useful art,—in the one case, seeking the cultivation of the taste,—in the other, to confer a skill applicable to the delineation, and perhaps is conducive to the invention of mechanical constructions. A few young girls preparing to act as governesses are under instruction in this department, to whom the study may be supposed to be purely of an aesthetical nature. But there is also a class of young men qualifying for employment as gardeners and mechanics, who are taught botanical and other drawing from examples and from nature: to them the object is mainly if not wholly the acquirement of a knowledge which may be useful in their calling. In both respects the branch is here cultivated with much assiduity. In either, it surely forms a part of education deserving of more attention than it generally receives.

Botany.—Lectures on this science are delivered by the gardener three hours weekly during the summer months. They were commenced six years ago; and each course has been attended on an average by 15 pupils. Six of the last year's pupils were the sons of poor parishioners, who are occupied, as apprentices, in the

garden, where they acquire, under their skilful teacher, a knowledge of practical gardening in all its departments, "from the cultivation of vegetables and fruits to the propagation and culture of the tenderest exotics." The rest are drawn from the other classes of the Institution. "The course of instruction comprehends the terms applied to all the parts of a plant, with their various modifications: the systematic arrangement of plants and the principles of Linnæn botany, with practical expositions of physiological and economical botany in connexion with the above. The whole course of instruction is illustrated by actual examples taken from the garden and fields."*

It thus appears that the Institution affords a range of instruction corresponding to the extent of its endowment. It has been formed and liberally appointed at once for elementary and for superior education. Nor have the trustees spared to confer upon it a provision for some kinds of education less frequently in request, having attached to it an infant school, and schools of Industry for the pupils of both sexes,—for one section at least of the male pupils, and for all the females. The general education, at the same time, holds in due subordination, what is merely special, professional, or industrial, and seeks the attainment of its object by an accumulation of the same means which are commonly employed with the like intention in the common parish schools.†

From the parish schools it is distinguished by the unusual means at its command, for the attainment of a common object: but the advantage from this circumstance is great, inasmuch as it allows an equal attention on the teacher's part to all the branches taught; whereas, under one master, this is impracticable,—the elementary then claiming more time and care than the higher instruction, because of its greater importance, and also of the greater number of the pupils to whom it behoves to be imparted. But where the masters are as numerous as the branches taught, this proportionate regard to different studies needs not to be observed, and each may be cultivated as much as if the school had existed for it alone. It may therefore be expected of a seminary like this, that it should be as much distinguished by the extent to which the more advanced

* Communication from the lecturer. The trustees have proposed to afford an opportunity of acquiring some knowledge of gardening to pupils at the academy not intending that as their regular calling; and with this view they have received and approved of the appended report from the gardener.

† The union in one seminary of the two kinds of instruction, general and professional, suggests to M. Saint Girardin, the following remark:—"Pour prospérer, les écoles usuelles ont besoin d'etre séparées des écoles classiques. Dans l'union des deux sortes d'écoles, il-y-en a toujours une de sacrifiée. Un suel etablissement ne peut pas avoir deux buts à la fois. Il est dans la nature de choses que les directeurs de l'établissement regardent ceci comme le principal, cela comme l'accessoire. Personne n'accord un soin egal a deux choses en même temps: il-y-a toujours, quoi que nous fassions, un objet qui nous plait et nous attire plus que l'autre."—*De l'Instruction Intermédiare.* It is not incousistent with the truth of this remark, that both kinds may be embraced by one establishment provided that one does not claim, and from its nature ought not to claim, the same attention as the other.

instruction is carried, as it is by the abundant means which it possesses for that purpose; and in this direction it is, that the Directors will naturally seek to advance it to its proper eminence.

Discipline.—The discipline of the Institution offers not much occasion of remark. Each master has his methods and arrangements suited to the subject of his instructions, or suited to the bent of his own faculty as a teacher. Absence is noted "every hour when a new class enters," except in the departments of English and Writing; and a report on this head is made monthly to the principal. It is well ordered that "every one who proposes to enter a new class, must previously be examined by the principal with the assistance of two masters, to ascertain how far he is qualified to enter the class proposed." For encouragement and reward, places are assigned, as usual, in all the classes; prizes also are given, under which denomination may be noticed the bursaries "intended to assist poor scholars of promising genius and talents to prosecute their studies." Out of school, no direct control is exercised by the masters, further than that tasks are prescribed, for which the preparation must be made at home.

The greater number of the pupils in higher branches being the children of parishioners engaged in handicraft or country labour, it is a point of interesting inquiry how far the instruction they receive is likely to determine their future occupations. The tendency is, no doubt, at once to qualify and to incite to employments somewhat higher in the scale of industry. This, however, is to be regarded rather as a general consequence than as the main object of the instruction that has been given; for what is the design of an education merely elementary when given to the lower classes, who are expected to remain in much the same social position? It is their advantage, intellectual and moral: the highest aim that benevolence can propose in their behalf. And assuredly the more advanced education referred to has no inferior ends in view: it, too, proposes in the first instance, the welfare of the individual in respects more essential than any that consist in change of place or occupation. Why, then, are the results of this latter description sometimes selected for remark rather than those which are first in the intention of all well-directed education? It is simply because they are of a nature which renders them more obvious to view and more distinctly appreciable.

It is known that the instruction which many of the poorer pupils have received at the Academy has opened to them paths of industry to which they would not otherwise have had access. Within the last few years, 30 of the pupils who had been educated gratis as "parish boys," or at the reduced rates, are reported by the clerk of the Institution, as having found their way to the occupations which are under noted.*

* 1 clergyman, 1 apothecary, 1 writer, 1 student in Divinity, 14 schoolmasters or schoolmistresses, 1 governess, 9 merchants or merchants' clerks, 1 land surveyor, 1 gardener in the Botanical Garden at Kew.

SUGGESTIONS.—I have communicated to the trustees, at their desire, in what respects and by what means some of the minor arrangements in the institution seem to admit of improvement. I would further upon the same invitation, submit to their consideration the following suggestions,—the tendency of which, for the reason before noticed, is to develop, in a still greater degree, the higher departments of the seminary.

1. That the plan of religious instruction in the class for that branch be extended, so as to be more suited to the advanced pupils; and in particular, to embrace outlines of Church History and of the evidences of Revealed Religion; that all pupils in the seminary be enjoined to attend in this department, at such hour as may afford to each the lesson best adapted to his stage of progress; that the lessons in English Reading be discontinued in this department, and confined to the one expressly appointed for the purpose; that the branch of Civil History, or select portions of it, be added to the department of Religious instruction, an addition which cannot be thought unsuitable, considering the moral which all history so obviously involves. It is recommended by the practice of other distinguished schools of this class.

Religious instruction admitting so readily of different degrees, it seems fit that it should be exemplified in as high a degree, at least, as instruction in any of the other branches.* And again, to assign to this study a special department of the Institution seems an arrangement likely to favour those sentiments with which everything pertaining to the subject should be viewed.†

2. That English Grammar in all it parts, with lessons upon the origin and structure of the language, and exercises in composition, be made part of the course in the department for English Reading.

3. That Geography, Topographical and Statistical be withdrawn from the department of Mathematics and assigned to that of English Reading; the Physical branch of Geography being reserved to the former.

4. That the more advanced parts of Arithmetic, with the elements of natural Philosophy, Land Surveying and Navigation, be attached to the division of Mathematics.

5. That before admission into the English Reading class, the pupil shall have made a certain progress under the infant teacher; and the same class of pupils who are admitted gratis to the other classes in the seminary be allowed to attend gratis also the instructions of the infant teacher; and that the "parish" scholars of the infant school shall, like the "parish" scholars of the other

* "Religion should be taught in our great schools in its history, in its evidences, in its plainer doctrines, and, if possible, in its high and uncontroversial spirit."—*Quarterly Review*, vol. lii., p. 149.

† The testimony of a practical teacher on this point may be referred to. Dadurch, dass auf diese Weise der Religions unterricht von dem ubrigen unterricht unterschieden war, und dass ihn immer eine gewisse Feierlichkeit vegleitete, gewannen die Bruder fruh eine tiefe Hochachtung vor der Religion.—*Diesterweg Paedagog. Deutschland Dr. G. A. F. Sickel.*

classes, be supplied at the expense of the Institution with the school books which they require.

6. That if the bursaries to one or other of the Universities were increased, though only to the number which seems to have been first intended, the extension in the plan of education would give more opportunity than now exists for a judicious apportionment of the same.

7. That a portion of the fund be reserved for the better payment of assistant teachers, and likewise for a provision to the principal masters in the event of their retirement from age or infirmity.

8. That the Library should be aided by an occasional grant from the general fund, and the state of the collection periodically inpected by the curators.

9. That as the seminary is not merely for the parish, but, in a manner, for the country at large; at all events, as it is so constituted as to be an object of general interest, it seems due to its character, as well as likely to conduce to its advantage, that a report of its state and progress should be published annually and circulated throughout the country.

To one important point I would still beg to advert:—The trustees having, in the exercise of their discretion, and under the necessity produced by the large fund at their disposal, established a school different in rank from what the testator had contemplated, it is matter for consideration whether the Kirk Session, as appointed by the deed, forms a trusteeship well suited to its superintendence, or whether that office would not be more fitly discharged by a Board of Superintendence, not confined to individuals resident in or connected with the parish, but embracing, perhaps, the lord-lieutenant and vice-lieutenant, the sheriff depute and the convenor of the county, some of the clerical members of the presbytery of the bounds, of the judges of the Court of Session, and of the University Professors. The trustees, in their anxious care for the interests of the Institution, have felt, indeed, that a change in this respect is needed: they desire it; and have been considering by what means it may be obtained, and what legal sanction it may require. By the deed of endowment, the fund is given and bequeathed to the ministers and church of said parish for ever, "say to the minister and church officers for the time being, and no other person shall have power to receive the annuity but the aforesaid officers for the time being or their agent appointed for the time by them." And accordingly the Lord Chancellor, by his Decretal Order, directs the fund to be "by the minister and elders applied for the benefit of a charity or school," &c. In these circumstances a change in the administration, so considerable as that suggested, would require, it is supposed, the sanction of Parliament.

An institution such as this naturally suggests a consideration of its uses, in connexion with the general state and tendency of paro-

chial education in Scotland, which, during the last 20 years, has gradually undergone a remarkable change, shifting its ground from classical, and, in a less degree, from mathematical studies, and settling, in a manner certainly not without its compensations, upon others which form the common notion of a merely elementary instruction. The parish of Dollar presents a striking exception to this course, the different parts of a liberal education are there more than ever accessible to and sought by all classes of the population. If the same thing be desirable elsewhere, it is unquestionably attainable by the employment of similar means; but if many more seminaries of a high order be indeed wanted to give to education the best direction, it may be regretted that their existence should be at all dependent on the chances of private benefaction.

I have, &c.,

(Signed) JOHN GORDON.

J. P. Kay Shuttleworth, Esq.,
&c. &c. &c.

APPENDIX I.

Classes for Religious Instruction.

Junior Class.—Boys and Girls, from 8 to 10 years of age, 72 in number; from 9 to 10 o'clock, A.M. Class opens with singing eight lines of a Psalm or paraphrase, and a short prayer. The pupils are then made repeat two questions or so, from the Assembly's Shorter Catechism, and then thoroughly cross-questioned on the same. The book used is Leitch's Analysis of the above Catechism; this exercise occupies nearly half an hour. The remainder of the hour is occupied in reading the Scriptures, and examination on the passage selected for the lesson of the day, and deducing practical lessons therefrom. Conclude with the "Benediction."

Senior Class.—Boys and Girls, from 10 to 14 years of age, 23 in number. Meets from 12 to 1 o'clock. Opens as above. One question in Gall's New Proof Catechism. Scripture Biography: book used, Sessional School Old and New Testament Biography. Reading Scriptures, &c. as above, only entering more minutely into the subject, according to the superior intelligence of the class. This class have in addition, a weekly exercise to perform, such as the composing of a prayer in Scripture language, the explanation of a parable, or the writing of an essay on some suitable subject. These exercises are written at home, and brought to me on the Monday morning for examination and correction. Concludes with the "Benediction."

Promiscuous Class.—Boys and Girls, from 8 to 16 years of age, not attending any of the classes at the Institution throughout the day, 24 in number. Meets from 7 to 8 o'clock, evening: Catechism and Scripture reading as above. Opening and concluding in the same manner.

Arrowsmith's maps of Canaan and Palestine are used by way of illustration in the above classes. The names of the various places they meet with in the course of their reading are carefully pointed out to them, either by myself or by one of the class selected for the purpose.

On Monday, instead of the exercises as above, the pupils are required to repeat Psalms, Paraphrases, and portions of Scripture, committed to memory at home during their leisure hours. This I make a voluntary exercise, that is, each pupil is allowed to select his or her portion of Scripture, or psalm, and to commit as much as he or she pleases. By so doing, I find I get more work done and more cheerfully performed.

Attending junior class, boarders	2	
Residents, who pay fees for the other classes . .	32	
Free scholars	38	
		72
Senior class, boarders	7	
„ „ residents	10	
„ „ Free scholars	6	
		23
Evening class, residents and free scholars . . .		24
Attending religious classes Total		119

D. HARROWAR.

APPENDIX II.

Mathematical and Geography Classes.

During the course of last session the teacher delivered lectures to the senior class on the following subjects:—The theory of gravitation; the position of our globe in space, and its relation to the other planets; the phenomena of eclipses; theory of the tides; progress of the tidal wave marked; the effect of the relative distribution of land and water as in our globe; cause of high tides at particular places; currents in the ocean and inland seas; winds, cause of; trade and other periodical winds; their localities; average annual temperature of different countries; causes which influence the temperature of continents; several isothermal lines traced; relation between elevation and temperature; height of mountains; the snow line at particular elevations in different latitudes; comparison of temperature and snow line in northern and southern hemispheres; poles of maximum cold; coal beds of Scotland, &c.; volcanic districts of the globe, &c.

JAMES LINDSAY.

Appendix III.

Report submitted to the Trustees of M'Nab's School, regarding the formation of an Industrial Garden in connexion with that Academy, and approved of by the Trustees.

Formation of the ground.—The whole area appropriated to be enclosed by a border of shrubs, so as partly to shut out the ground from general view. The ground to be laid out into small square or oblong compartments, as laid down in the plan, containing two Scotch falls or upwards as the trustees conceive necessary; each of these compartments to be divided into two divisions, one for flowers, the other for vegetables. The flower space of each compartment to be laid out in fancy figures, and planted with such flowers as the possessors for the time being may express a desire to have, this desire to be regulated according to the abundance or scarcity of the individual plants. The vegetable and fruit compartments to contain one or more gooseberry bushes, a currant, one or more raspberries, and a few strawberry plants; the remaining space to be filled with a few of each of the vegetables in common cultivation. On an examination of the plan, the trustees will perceive that the vegetable compartments of two opposite divisions rest on each other, and the portions appropriated to the cultivation of flowers abut on the gravel-walk on each side, thereby presenting a continuous line of flowers from the one end of the walk to the other. The number of compartments laid down in the plan, in the meantime, are 18, which may, perhaps, be enough for a first trial.

The age of the pupils admitted to be not less than 10 years, and the qualification a desire on the part of the pupil to possess a garden to cultivate. One hour's recreation a-day, Saturdays excepted, is conceived sufficient; that hour to be regulated by the trustees, so as not to interfere with the other classes in the academy. As it cannot be expected that any work, such as spring digging, can be done by the pupils, the middle or end of April will, perhaps, be the most convenient for their entering on their gardening labours.

In carrying the operations of this class into execution, the pupils will be waited on at the hour appointed, either at the academy or entrance of the garden, conducted to the tool-shed, each to take his tools in order, and proceed to the ground, there to be regularly attended by the gardener, and instructed in the different branches, both in theory and practice. At the expiration of the appointed hour the whole to be marched back to the tool-house, hang up their tools, and be dismissed. Minor details to be regulated according to circumstances.

It is submitted to the consideration of the trustees, whether in all cases the fruit produced in different compartments may not be claimed by the cultivators, and whether those of the free scholars, whose parents desire it, may not also be allowed individually to appropriate the vegetables.

The utility of such a class is not stated, as every intelligent person must perceive the vast advantages derivable from inducing a taste for such pursuits among the lower and middling ranks of society.

John Westwood.

Appendix IV.

Report on the Institution and Management of the Garden appended to the Dollar Institution, &c.

The garden was originally instituted as an appendage to the Academy, not only for the purposes of public recreation, but as a necessary means of carrying out the views of the projector, in forming a class of useful and now fashionable botanical, and horticultural education; as well as with the charitable intention of employing youths and aged persons, who otherwise would have found difficulty in obtaining a livelihood.

When the ground was feued, Hay, a garden architect, was employed to make out plans for the garden in conformity with the above views. The experimental, horticultural, and fruit department, and part of the botanical ground was laid out according to the plan, but the space set apart for the principal botanical arrangements still lies unappropriated. The whole of the operations in the garden and grounds are superintended by a head gardener, who also teaches a class of theoretical and practical botany an hour three days a-week during the months of May, June, July, and part of August. The whole of the practical work of the garden is executed by six boys, children of poor parents, who are taken in to learn the profession of gardeners, and are taught practical gardening in all its departments, from the cultivation of vegetables and fruits, to the propagation and culture of the tenderest exotics, at the same time attending the botanical class during the summer months, and other evening classes throughout the year.

When first employed, these young men are generally about the age of fourteen—serve a regular apprenticeship for four years—are still kept in employment until a situation can be procured, and when about to leave, are furnished with the sum of 5*l.* from the funds of the Institution—if their behaviour has been approved of—for assisting in an outfit on their going into the world. With few exceptions, the young men taught here have been successful; many of whom hold highly respectable situations as gentlemens' gardeners, independent of the benefit derived by their parents during the time of their employment in the garden. During the last six years, eight young men have left the garden, two of whom became teachers, one died, and the other five are in the fairest way possible of rising to respectability. In addition to the above, four old men are employed in a charitable way to do the necessary common labour of the grounds.

The botanical class has existed for the last six years. The text-book for the theoretical part has been Rennie's Alphabet of Botany.

During the first year the number of pupils attending this class was limited, but yearly increased until 1843, when the attendance might be called numerous. This year, 1844, the number decreased, chiefly in consequence of the paucity of grown-up pupils attending the Academy, and partly from the increased number of classes which was thought necessary they should attend, and which they perhaps considered of more importance. The average number of pupils might be said to be from fifteen to twenty.

John Westwood.

Correspondence and Reports respecting Grants to certain Schools in Scotland.

AIRDRIE.

Committee of Council on Education,
Council Office, Whitehall, February 4, 1846.

SIR,

I HAVE the honour, by direction of the Lord President of the Council, to transmit to you the enclosed papers relating to a correspondence which has occurred relative to an application for aid from the Parliamentary grant, towards the erection of a school in Airdrie, which is not to be connected with the Church of Scotland.

His Grace desires that you should, as early as convenient, visit Airdrie, and there communicate with the parties to this correspondence, so as to enable you to report thereon to the Committee of Council on Education, in order that their Lordships may be enabled to determine whether they can accede to the prayer of the applicants upon a full knowledge of the facts.

I have, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

John Gordon, Esq.,
Her Majesty's Inspector of Schools.

REV. SIR, February 21, 1846.

THE Lord President of the Council having had under consideration the Report of Mr. John Gordon, one of Her Majesty's Inspectors of Schools, on the condition of the town of Airdrie, relative to the education of the poorer classes, and respecting your application for aid to provide a new school for that town, his Grace desires me to inquire what proportion in number of the scholars who are to be admitted into the proposed new school will be the children of parents supported by manual labour, and what fees those children will be required to pay.

If the children of other classes attend the school, his Grace will, as a condition of any grant which may be made towards the building, require that the number of the children of the poor who may claim admission, and the amount of fees to be demanded from them, shall be settled inthe trust-deed.

I have, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

Rev. M. M'Gavin,
Airdrie.

SIR, March 31, 1846.

I HAVE the honour to acknowledge the receipt of your letter dated 27th instant.

If the distinct provision be inserted in the trust-deed of the Airdrie school, that the school fees shall not, at any future time, be so raised as to exclude any children of parents who earn their livelihood by manual labour, so long as not more than four-fifths of the scholars are children of this class, their Lordships will allow the application to proceed; and if you are able to inform me that this proposal is satisfactory to the promoters of the school, the proper documents shall be sent to you to enable you to prosecute your application.

I am, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

M. M'Gavin, Esq.,
Airdrie.

SIR, Edinburgh, February, 18, 1846.

I HAVE the honour now to communicate the information I received, on making those personal inquiries which the Lord President of the Council directed, in reference to the application which has been made for aid from the Parliamentary Grant towards the erection of a school in Airdrie.

The parties with whom I conferred were the Rev. Mr. M'Gavin, minister of the United Secession Congregation in Airdrie, who conducts the correspondence on the part of the applicants; the Rev. Mr. Stewart, minister of the quoad sacra West Church of Airdrie, and, at this time, the only minister of the Established Church in the parish; * James Kidd, Esq., banker; John Robertson, Esq., surgeon, and John Mackersy, Esq., town-clerk of Airdrie.

The population of the town is supposed to be at present about 15,000. The means of education which it possesses consist, it is said, of no more than seven or eight schools; all of them unendowed; all of them held, not in houses erected or bearing any external sign of being appropriated for such purposes, but generally in rooms which, at first, formed part of common dwelling-houses. A few years ago, a building of two stories was raised expressly for a subscription school; but the situation was ill chosen; and that mischance soon led to its conversion to the uses of an iron-foundry. The best accommodation which any school at present enjoys in Airdrie consists of a portion of one of the churches, separated by a temporary partition. The school which receives the children of the most respectable part of the population, and which, for that reason, is

* The lately presented ministers of the parish church and the quoad sacra East Church of Airdrie were not yet inducted.

called the "Select School," meets in a "room so small as to be inconveniently crowded with 36 pupils. It is 22 feet long, 18 broad, and 7 high; the roof not quite impervious to rain."* Those circumstances afford a *primâ facie* evidence of a very unusual want of suitable school accommodation in this large town.

It is believed, at the same time, that the case would be aggravated not a little, if it were seen what amount of instruction these seven or eight schools are fitted to afford; and what proportion of the children of the place actually resort to them. In the present circumstances of the parish, I was not enabled to extend my inquiries, with much exactness, to either of these points; but some particulars bearing upon them were communicated by the respectable individuals referred to. The attendance at all the seven or eight schools, it is said, does probably not exceed one twenty-fifth part of the whole population, a fact to be accounted for by the nature and demands of their most common occupation. At 10 years of age, boys commence to work in the coal-pits or iron-mines; and the habit that prevailed amongst them, in respect to school attendance, is observed to spread, by the mere force of custom or the contagion of example, to children of the other sex, among whom the same causes of so limited a period of attendance do not exist. Add to this, that females, though excluded from the pits, still find employment in connexion with them above ground, enough to carry them much away from their families when they are grown up, and from the school when they are young. And again, it was noticed as a proof of the humble nature of the existing schools, that not one of their masters was known to any of the gentlemen referred to (the clergy excepted) by name, character, or appearance; and that the better classes of the people, feeling strongly the want of any adequate means of education in the town, are much in the custom of sending their children to academies at a distance, such as those at Bathgate, Peebles, Lanark, or Hawick. In short, it may be safely said, there is not in Scotland another town which, in proportion to its population, is nearly so ill provided with the means of education.

My Lords, however, in their distribution of the Parliamentary Grant, require to be assured not only that the proposed school accommodation is really wanted, but also that it is not likely to be obtained without the aid which is requested from the fund at their disposal. On this point, the following facts are submitted to consideration:—

One-half of the population of Airdrie is occupied in the rich coal and iron mines in its vicinity; the rest in the trades, handicrafts, merchandize, and professions required for the needs of the immediate community. For some time past, the iron-miners have enjoyed a very high rate of wages, ranging from 3*s.* to 7*s.* and averaging 5*s.* 6*d.* per day. This is more than enough to supply the necessities

* See diary for week ending 14th February, 1846.

and the usual comforts of families in their condition; the remainder forms a temptation to intemperance, and very commonly is abused to that purpose. All accounts agree in representing this part of the population of Airdrie as singularly dissolute, disorderly, and licentious. A police court established in the town finds daily occupation; and convicts, at an average, in 20 cases per week, for riot, assault, or other misdemeanours incident to a state which so unhappily conjoins ignorance, obscurity, and every opportunity of vice, with what may, in their condition, be termed affluence. The penalties imposed in such cases yielded to the burgh last year a revenue of 304*l.* It will not be expected of this class of people that they should concern themselves much about the education of their children; their own situation suggests no care of this kind; and they have too little intercourse with others in different circumstances to derive from them any better sentiment on the subject. At the same time, the high price of boys' labour in the mines is a lure to the neglect of their instruction; and the ill lesson is taught, by something like experience, that education is little if at all wanted to secure all the comfort and prosperity which is desired.

It is, assuredly, not by this part of the population that any efforts will be made to improve the means of education in Airdrie. The more respectable classes are aware of this; and at a public meeting, held in July last, they resolved to take the matter into their own hands.

They are aware, also, that the town-council having no other revenue at command than what arises from the source before referred to, are unable to establish and uphold a school, which, being under their patronage, ought to take its place as the principal school in the burgh.

They propose, therefore, to erect and endow, by subscription, such a school as, in other circumstances, might have been erected and endowed at the expense of the burgh. This school will probably consist of two or three distinct departments, under the charge of as many masters—one of them a teacher of the proper branches of female education; and it will be open to children of all ranks, and of all the different religious denominations in the town.

In any circumstances, the children here, like those of most other places, would probably have been admitted without reference to their religious denominations; but the rule becomes the more necessary where much division prevails in the matter of religious opinion. In Airdrie there are no less than 10 distinct religious parties,—two congregations of the Established Church,—three of the Free Church, and one of each of the United Secession, Roman Catholic, Baptist, Independent, Relief, Wesleyan Methodist, Congregational Union, and Reformed Presbyterian. The adherents of the Free Church are here, it may be observed, greatly more numerous than those of the Establishment, but less numerous than the aggregate amount of those of the other Dissenting bodies;

while about two-thirds, it is reckoned, of all the workmen employed in the iron and coal mines are Irish Roman Catholics.

The school being thus intended for the children of all ranks and denominations, it is expected that the undertaking will be encouraged by a pretty general subscription, at least, among the members of the Established Church, the Free Church, and the United Secession.

And, for the same reason, the school will not be placed in any special connexion with the Established Church; but merely under a superintending committee, the members of which will consist of all subscribers to the amount of 50*l.*

This committee has been already appointed, and has prepared the draft of a constitution for the school, a copy of which is herewith transmitted.

It will be observed, that one of the proposed regulations is, that "such candidates only as hold and subscribe the doctrines of the Westminster Confession of Faith, and Larger and Shorter Catechisms, shall be eligible as teachers, irrespective of the peculiar denominations to which they belong;" and that the candidate is not required to subscribe the formula, obliging him, in terms of the Act of Security, to "submit to the government and discipline of the Church of Scotland." It is expected that a very general support will be conciliated to the undertaking not more by its design in seeking the advantage of all classes than by the constitution of the school, as evinced in the particulars here mentioned.

My Lords may still desire to know whether there be any risk of failure to the proposed school from want of due support, after it may have been established with the aid which is now sought. On this point, it may be enough to remark, that the school will be patronized by a committee of the most respectable inhabitants of the place; that, under their care, a large resort may be expected; and if so, that the people are able to pay a rate of wages, school wages, the amount of which will be considerable; that, with the extension of the coal and iron works, the population is rapidly increasing; and further, that a large subscription, amounting to 1000*l.*, has been already made by R. Alexander, Esq., of Airdrie House; 800*l.*, if not the whole amount, of which the committee propose to reserve as a fund for the endowment of the institution; a copy of that gentleman's letter intimating this liberal gift is appended.

I have, &c.,

JOHN GORDON.

J. P. Kay Shuttleworth, Esq.,
&c. &c. &c.

The parties hereto subscribing, considering the great advantages which every town in Scotland having well-conducted schools established therein is known to enjoy, have resolved to form themselves, and hereby form themselves, into a society, for the purpose of contributing or otherwise raising funds for the erection of a public school within the town of Airdrie, and for providing an endowment to ensure efficient teachers, have agreed upon the following rules and regulations for the proper conduct thereof:—

I. The object of the institution shall be to provide the means of instruction for the children and youth of the town and neighbourhood of Airdrie in all the branches of an enlightened and liberal education.

II. For this purpose a suitable number of teachers, of approved qualifications, shall be appointed by the directors.

III. The directors shall have the exclusive power of fixing the nature, amount, and mode of settling the salary, fees, and emoluments of the various teachers; the power of appointing and dismiseing any or all of the teachers, it being specially provided and declared that the teachers so appointed shall hold office during the pleasure of the directors only; and, generally, the directors shall have the management and superintendence of the institution, to the effect of promoting its efficiency, and securing the observance of this constitution.

IV. Such candidates only as hold and subscribe the doctrines of the Westminster Confession of Faith and Larger and Shorter Catechisms shall be eligible as teachers, irrespective of the peculiar denomination to which they may belong; but teachers renouncing or ceasing to maintain these doctrines shall cease to hold any office in connexion with said school, and *ipso facto* be dismissed.

V. That every subscriber to the extent of 50*l.* shall be *ipso facto* a director, and shall have one vote in the election of teachers.

VI. That in all matters submitted to the consideration of any general meeting of the subscribers, those subscribers who may be absent shall have right to vote by another subscriber holding written proxies to the extent of 50*l.*; but no subscriber shall hold more than three proxies for the purpose either of voting on matters affecting the general interests of the institution, or of choosing directors; in other words, no subscriber shall have it in his power to collect together more than 150*l.* of valuation for the purpose of voting at any meeting, ordinary or special; and no individual subscriber shall, notwithstanding the amount of his subscription, be entitled to exercise more than six votes on his own account.

VII. That any number of subscribers, whose contributions shall collectively amount to 50*l.*, shall have a right to appoint one of their number to represent them in the direction of the affairs of the school, and vote in the same manner as any other individual director, it being understood that no person shall have a vote in such appointment whose contribution does not amount to 2*l.*, but that each and every contribution of 2*l.* shall count in making up the 50*l.* required to constitute the right of voting as a director.

VIII. That the feu charter or disposition, and all title deeds or other securities of and concerning the property of the said school, shall be taken to and in name of Robert Spreul Crawford Aitcheson Alexander, Esq., of Airdrie House, and the directors for the time, and the survivors and survivor of them, and the heir of the last survivor as trustees

or trustee, for behoof of the said school, and subject to the control of the directors for the time, and to any other person or persons whom they may from time to time assume, which they are hereby empowered to do, a majority of the said original and assumed trustees for the time being surviving and resident in Scotland, being always a quorum for executing the purposes of the trust; declaring that the number of trustees is at no time to be less than three, and that the surviving trustees, when reduced to that number, shall be bound to assume such new trustees, selected from among the directors for the time, as to make up the original number of trustees.

This is the draft constitution referred to in the minute of public meeting, held of this date.

Airdrie, 3rd July, 1845. WALTER RANKIN, *Chairman.*

At Airdrie, and within the Town Hall, there, on Thursday, the 3rd day of July, 1845, at six o'clock P.M.,

At a public meeting of the inhabitants of Airdrie, called by the Provost, in terms of a requisition, to deliberate as to measures for the erection and maintenance of a public school for the education of the youth of the town and neighbourhood,—

Provost RANKIN was unanimously appointed chairman of the meeting.

The CHAIRMAN stated that the present meeting had been called to take into consideration and adopt the requisite measures for erecting a public school in Airdrie, for the education of the youth in the town and neighbourhood.

Mr. KIDD laid before the meeting the following letters from Mr. Alexander, of Airdrie House:—

DEAR SIR, Airdrie House, April 25, 1845.

I ENCLOSE a letter to those gentlemen who have taken an interest in endeavouring to establish a school in Airdrie, which I hope you will excuse me for not sending earlier, as I have had a good deal to do before leaving this.

I remain, yours very truly,

R. S. C. AITCHESON ALEXANDER.

James Kidd, Esq., Banker, Airdrie.

GENTLEMEN, Airdrie House, April 25, 1845.

As I stated to you, I am extremely sorry that I should be prevented from taking an active part in trying to carry out the plan of establishing an efficient school at Airdrie, since I feel the greatest interest in the success of that plan. I now state to you in writing the offer I made yesterday, when you were here, that is, "Should the inhabitants of Airdrie be inclined to support the undertaking, so that one might hope for its success, I will with the greatest willingness give 1000*l.* towards the funds to be raised for the purpose, to be applied either to the purpose of building or endowing the school, as may be necessary." I hope by your exertions that a like sum, or even more, may be collected; and if

in addition a grant could be obtained from Government, there seems not the least doubt but that our endeavours will be successful.

I had intended to give a sum to be applied to building only, under the supposition that sufficient funds might be collected for an endowment of 80*l.* or 100*l.*; but as it appeared that it might be advisable to leave that to be settled afterwards, I have done so.

I have been looking about to find a place suitable as a site for the school, and have seen none so eligible as one of those feus on the opposite side of the road from Mrs. Mack's house, either Watson's, or Mrs. Mack's, or you might, perhaps, get a piece of ground from Mr. Waddell; the piece of ground spoken of by Mr. Kidd, near Stanley, I think too far out of the town.

I remain, Gentlemen, yours very truly,

R. S. C. Aitcheson Alexander.

The thanks of the meeting were unanimously voted to Mr. Alexander for this very liberal expression of his interest in the proposed undertaking.

Provost Rankin to be convener, with instructions to the committee to report to another meeting of the subscribers, to be held within the Town Hall, Airdrie, on Monday, the 4th August next, at 6 o'clock P.M.

Mr. M'Gavin proposed a vote of thanks to Mr. Kidd for the assistance afforded by him in preparing the constitution, and otherwise promoting this undertaking; which was seconded by Mr. Anderson, and unanimously agreed to.

Mr. Kidd proposed a vote of thanks to the Provost for his conduct in the chair, which Mr. Henry seconded, and the meeting unanimously agreed to.

The meeting directed that this minute should be printed and circulated with the constitution.

In testimony whereof this minute is signed in presence, and by the authority, of the meeting.

Walter Rankin, *Chairman.*

MIDDLEBIE.

Sir, Edinburgh, June 27, 1845.

The schoolmaster at Middlebie having represented to the Committee of Council the insufficiency of the accommodation provided for his school, and the "great advantage that would be conferred by the grant from their Lordships of a small sum of money for the building of a house more suitable," I have, in accordance with their Lordships' request, "visited the school and inquired into the representations made respecting it."

The school-house stands beside the parish church, in the small village of Middlebie. Its situation is inconvenient to a large part of the population of the parish. The attendance at the time referred to did not exceed 40, but at certain seasons of the year it

amounts to 80 or 90. The school-house is not of sufficient dimensions to afford the required accommodation, its length being no more than 33 feet, breadth 13, and height 7. The disadvantages to a school from its confinement to a space so inadequate reach to what might be supposed to depend wholly on the talent of the master; they affect the character of his teaching, some of the best methods of his art being there impracticable. Part of the area is occupied by a stove, placed in the centre, which has become necessary instead of two fire-places that do not vent. The atmosphere of the room, when occupied, is necessarily unfavourable to the liveliness which forms the aptest mood of the pupil; it is also, from that cause as well as from dampness in the situation, injurious to health. Attempts have been made by the heritors, of late, to improve the ventilation, but without success. Colds, and consequent absence from the school, are still frequent among the pupils. From the smallness of the windows, the apartment is imperfectly lighted; it is also ill furnished with forms and writing-tables. On the whole, the complaint which has been addressed to the Committee of Council appears to be well founded.

A dwelling-house was erected four years ago for the teacher, at an expense to the heritors of 90*l*. It consists of two rooms and a closet, and to this there is attached a garden one-quarter of a Scotch acre in extent. With both of these provisions the teacher is satisfied, and has reason to be so.

The school is parochial; that is, it is constituted and endowed under the Act 43 Geo. III., sec. 54. By the eighth section of that Act the heritors are required to "provide a commodious house for a school." Commodious the house in question cannot possibly be considered. Why, then, is the application for the remedy not addressed to the heritors exclusively? The reason is, that the school at Middlebie is not the only parochial school in the parish; another has been established at Waterbeck, two miles distant, and the salary divided equally betwixt the teachers; having been augmented to the amount required in such cases, it has been supposed that the heritors are exempted from the obligation to provide any part of the accommodations to either.

In the circumstances, I deemed it necessary to extend my inquiry to the school at Waterbeck.

On the roll of attendance at this school there are at present 45 pupils, drawn chiefly from the village of Waterbeck, which contains a population of about 20 families, the greater part engaged in country labour and in the handicraft and small trade which the locality requires. The dimensions of the school-house are 24 feet in length, 14 in breadth, 8 in height. It was built by private subscription, in the year 1812, and was at that time made over to the heritors, on condition of their augmenting and dividing the salary in the manner already referred to. The school-house was then attached, and has since been continued to the seminary,

as a free gift from the heritors. It is not very well suited to its purpose. If two or three feet were added to the height of the walls, and the windows enlarged, the defects would be removed which are now felt in respect of light and ventilation. An earthen, uneven floor adds to the discomfort. Some parts of the furniture require to be renewed; but, on the whole, the inconveniences are less than those of the tenement at Middlebie, and more easily admit of remedy. In this instance, neither dwelling-house nor garden have been provided for the master.

In reference to the case of a parish which has two or more parochial schools, the terms of the Act Geo. III., cap. 3, sec. 54, requiring accommodations, are as follows:—"In respect that the heritors of such parishes are to pay a higher salary, they are hereby exempted from the obligation of providing school-houses, dwelling-houses, and gardens for the teachers, among whom the salary is to be divided in the manner aforesaid." (Sec. 11.) Previously, however, the Act of 1696 had provided, from the same source, a certain amount of salary, and a commodious school-house, for the endowment of one school in each parish; and the later enactment leaves the earlier provisions unaltered, except in so far as they are expressly revoked. In these circumstances, it remains a matter of doubt whether the original school, erected prior to the Act of Geo. III., be not in all cases entitled to the benefit of a commodious school-house from the heritors.

The point came incidentally under the consideration of the second division of the Court of Session, in the case of the Heritors and Magistrates of Annan *v.* Herbertson, 21st Feb., 1837. On that occasion two of the judges were of opinion that, upon a fair interpretation of the Acts, a commodious school-house might still be legally claimed for the original parish school.*

Now, the original parish school of Middlebie is the one which has been here first mentioned; the one which, according to the custom in fixing the seat of a parish school, has been stationed in the immediate vicinity of the church. The master of this school performs the duties of session clerk, an office which is usually conferred upon the principal parish schoolmaster.

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* "It would require the most express words to exclude the right to accommodations to every parochial schoolmaster. But sec. 11 is ambiguous, using the word teachers, not used in any other part of the Act. In constructing it, we are bound to keep in view the whole Act, and the object of it; and doing so, and putting a common-sense and rational construction upon it, I have not much difficulty in determining what it is." "The exemption extends to the providing of school-houses, which it is admitted the respondent is entitled to under the Act 1696. Now, does not this give ground for holding that it only applies to the additional teachers, and that the heritors are only to be relieved from the burden as to the individuals who are to get small shares of the salary? 'Teacher' alone is a general expression, and on a fair construction, we are to apply it only to the additional teachers, and not to the parochial schoolmaster."—*Lord Justice Clerk Boyle in causa Heritors and Magistrates of Annan* v. *Herbertson. Dunlop, Bell, and Murray's Reports.*

It is not unusual for heritors to provide much more liberally for the parish schools than the Act requires or is supposed to require. There is an example of this in the parish of Middlebie, and at the station in question, where the new dwelling-house and garden were lately granted, it is believed, while the heritors were under the impression that these advantages were not due in terms of the statute. This seems to evince that they have only to be made aware of what the interests of the parish so plainly require in reference to the school-house, and of the opinions that are held upon the duty of heritors in these respects, as interpreted from the terms of the statute.

Again, though I do not presume to speak with confidence in such a matter, it would seem that, upon another ground, the heritors may consider it their duty in law to continue to uphold a house for the school at Middlebie. In the case referred to of the magistrates of Annan, it was decided that, in the circumstances, "the justices had not exceeded their powers under the Schoolmasters' Act in granting the accommodations of school-house, &c., to the successor of the original parochial schoolmaster, notwithstanding the provision in sec. 11 that in such case the heritors are exempted from the obligation of providing school houses, &c., for the teachers among whom the salary is to be divided in the manner aforesaid." The determining circumstance appears to have been that a school-house and adjoining ground had been provided "before the resolution of the heritors to divide the salary was taken." But the same thing occurs in regard to the school at Middlebie, for which a house had been provided long before the division of the salary in 1812; and surely, if there be an obligation to continue that accommodation, it is not of so imperfect a nature as to leave it optional whether the house should be sufficient for its purposes or not. Not to speak of greater faults, the improved methods of instruction render it much more "incommodious" now than it was in former times.

It may be hoped that the heritors, with the same regard to the interests of the seminary which they have shown in other instances, will be induced to erect a new house for the school at Middlebie.

The one at Waterbeck has not exactly the same claims to their attention; it is not in the same degree frequented, and not so ill accommodated. A repair and enlargement of the building which it occupies at present is all that seems requisite.

One common effect of the insufficiency of school accommodation may be noticed. Through out the country, education has no greater hindrance than what it meets with in the indifference shown to it by many parents in the humbler classes, when even schools are at their hand and admission free. How far this takes place at Middlebie may be judged from the following statement, which

gives the result of a careful inquiry by the minister and teachers of the parish:—

Number of the young of school age in the neighbourhood of the schools at Middlebie, Waterbeck, and Eaglesfield (another school in the parish), who do not attend any school more than six months in the year . .	167
Number of the same in the neighbourhoods mentioned who do not attend any school for any period throughout the year	38

This in a population of 2100. It is true the neglect has causes of another kind; but it is not encouraged by any appearance in the provided means of education, which may possibly suggest that by others it is not regarded as an interest of the greatest value. On the other hand, with any marked improvement of school accommodation, it has been very commonly found that school attendance is increased.

The object of my visit does not make it necessary to say much of the manner in which the schools are conducted. Both teachers (but chiefly the one at Middlebie) are under great disadvantages from the short and irregular attendance of many of the pupils, still more from the scarcity of school books, and the unsuitableness of some of those which have obtained a footing in the school, and which it it difficult to dislodge. Maps and some other requisites are wholly wanting in the principal school. These things should be kept in view in any estimate of the teacher's merits, and mine is by no means unfavourable; but they materially affect the value of the schools.

The subjects of instruction taught in each, with the number of the pupils respectively receiving them, are as follows:—

	Middlebie.	Waterbeck.		Middlebie.	Waterbeak.
Reading . . .	40	26	Arithmetic . .	14	7
Writing . . .	30	16	Mathematics .	0	0
English Grammar	15	5	Latin . . .	1	0
Geography . .	3	5			

I have the honour to be, Sir,

Your very obedient humble servant,

J. P. Kay Shuttleworth, Esq., JOHN GORDON.
Sec. Privy Council Committee on Education,
&c. &c. &c.

SIR, December 16, 1844.

I AM directed by the Lords of the Committee of Council on Education to transmit to you the enclosed copy of a letter, and recommendation annexed to it, which have been addressed to their Lordships respecting the Middlebie School; and I am to request that, when you can find a convenient opportunity, without

interference with your other engagements, you will visit the school, and inquire into the representations made respecting it; and that you will make the result of your investigation the subject of a special report.

I am, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

John Gordon, Esq.

P.S. I enclose a copy of my answer.

SIR, December 16, 1844.

I HAVE the honour to acknowledge the receipt of your letter of the 13th instant.

Presuming that the school-house is unhealthy in situation and insufficient in size, my Lords conceive that how successful soever the heritors may be in resisting any legal proceedings for the erection of a more sufficient and suitable school-house, it is clear that the obligation which the statute entails upon them can only be evaded by a narrow interpretation of its terms, shutting out all the cogency of its very evident intention, and the pressure of a paramount moral obligation to provide means of education less notoriously inadequate and undesirable than those in Middlebie are reported to be.

With this impression, my Lords have transmitted your letter to Mr. Gordon, requesting him, whenever he has a convenient opportunity, without interference with his usual duties, to inquire personally into your representations, and to report thereon.

I am, &c.,

(Signed) J. P. KAY SHUTTLEWORTH.

Mr. C. Borthwick,
Middlebie, Ecclefechan.

REV. SIR, July 12, 1845.

I AM directed by the Lords of the Committee of Council on Education to transmit to you the enclosed copy of a report from Mr. Gordon, Her Majesty's Inspector of Schools, bearing date the 27th ultimo, relating to the school at Middlebie.

Under the circumstances set forth in this Report, and in the absence of any sufficient efforts in the cause, my Lords cannot grant any aid towards the erection of a new school-house; but their Lordships advise that Mr. Gordon's reports be laid before the heritors of Middlebie, with a recommendation that the suggestions contained therein be adopted by them.

I have, &c.,

(Signed) HARRY CHESTER.

The Rev. Richard Nivison,
The Manse, Middlebie, Ecclefechan, N.B.

PILRIG.

SIR, Edinburgh, June 23, 1845.

AGREEABLY to the request of the Lord President of the Council, communicated in your letter of the 5th current, I have inquired regarding the circumstances stated in the application which has been made for a grant to the school at Pilrig.

The new building for this school stands in St. James-street, and is now nearly completed. The situation is open, and well chosen for the convenience of access. In the immediate neighbourhood there is an abundant population, great part of which is in humble circumstances. The place is at a very short distance from the throng of the City; but there is no other school close at hand, none specially set down for the district in question, none which can be considered to render this unnecessary.

I am of opinion that a school, properly appointed for the elementary and higher elementary branches, is much wanted in this locality.

In evidence of this, it may be noticed that the same school, for which the new accommodation is designed, has existed here for the last four years, and was deemed so needful, that the kirk session of the parish granted from their funds a salary to the master of 15*l.* per annum.

I am of opinion, also, that the school requires other accommodation than what it has hitherto possessed. At a short distance from the site of the new erection, it has occupied part of a tenement built for other purposes, and not such, in any respect, as befits the only school of the district.

Having referred to the grant of salary by the West Church Session, I may add that this commenced with the opening of the school in spring, 1841, and terminated with the secession from the church which took place in 1843. The occasion of its discontinuance, however, was not that the school was considered to have become less necessary than before, or that the session were less willing or less able to assist in upholding a school in that quarter; it was, that the greater number of the committee in the direction of the school and the schoolmaster had seceded from the church; and that these parties did not consent to allow to the session of the West Church that degree of superintendence which it was conceived a kirk session ought to possess over any school aided by its funds.

It is observed in the applicants' letter of the 15th May last, hat throughout the "district which the school is intended to accommodate there is no parochial school." This is true; and, moreover, though the parish is wholly landward, and so entitled by law to the benefit of a parochial school, it has not had within its whole extent, embracing a population of nearly 72,000, a school of that description during the last 70 years. An essential part of its paro-

chial economy is still wanting, therefore, to this parish, the second, in point of population, in Scotland, and containing a large proportion of the lower classes of the inhabitants of Edinburgh.

The number of parishes similarly situate, which have remained till a late date without parochial schools, appears to indicate that some uncertainty has prevailed as to the requirements of the statute in regard to them.

But further; while the fact is noticed that a parochial school has here been so long wanting, it is at the same time to be kept in view that large allowances have been yearly made by the heritors for the education of poor children at the various schools of the parish, amounting, on an average of the last 10 years, to 61*l.* per annum; and that they provide also for the education of pauper children, to the number at present of 135, in the charity workhouse, at an annual expense of 60*l.* In these ways they have expended more upon education in the parish than would have been required for the maintenance of a parish school, and they think it has been expended in a manner more suitable and more advantageous in the circumstances.

I have, &c.,

(Signed) JOHN GORDON.

J. P. Kay Shuttleworth, Esq.,
Sec. Privy Council Committee on Education,
&c. &c. &c.

SIR, June, 26, 1845.

THE Committee of Council on Education having made inquiries concerning the circumstances under which it is proposed to erect a school at Pilrig not in connexion with the Established Church of Scotland, are satisfied that the proposed school will provide for the education of the children of the poor in the district, otherwise destitute of means of instruction, without interfering with the prosperity of schools founded on the parochial system of Scotland, or under the direction of the kirk sessions and Presbytery.

My Lords, therefore, direct me to transmit to you the usual preliminary letter and documents to enable you to prosecute your application for aid, in order that, if your case be in conformity with their Lordships' regulations in other respects, you may receive the usual rate of aid.

I have, &c.,

(Signed) J. P. KAY SHUTTLEWOTH.

R. Balfour, Esq.,
Edinburgh.

Correspondence and Report on the Carlaverock Mortification.

SIR, 7th April, 1845.

I have submitted to the Committee of Council on Education the application made to you by the Second Division of the Court of Session, authorizing and directing you to make certain inquiries relative to the administration of the funds of a mortification left to the parish of Carlaverock, and to examine the condition of the schools aided by the funds arising therefrom.

I am to approve of your proceeding as soon as may be convenient to make this inquiry, and to direct you to report to my Lords the results of your investigations, in order that they may be communicated from this Office to the Court of Session.

But I am also to inform you that it is the intention of the Committee of the House of Lords, to which are referred the petitions for an increase of the stipends of parochial schoolmasters in Scotland, to summon you to give evidence on this subject before that Committee about Wednesday the 16th inst. or earlier.

You are therefore to hold yourself in readiness to obey this summons, which you will probably receive by this post.

I have, &c.,

J. Gordon, Esq., (Signed) J. P. KAY SHUTTLEWORTH.
Her Majesty's Inspector of Schools.

SIR, Edinburgh, November 12, 1845.

I have the honour to transmit to you, as requested in your letter of the 7th April last, the Report which I have drawn up in terms of the Remit from the Court of Session, upon Dr. Hutton's Mortification to the parish of Carlaverock.

The agents who have communicated with me in this matter are Messrs. Shepperd and Grant, W. S., Albany-street, to whom the Report may be transmitted.

I have, &c.,

J. P. Kay Shuttleworth, Esq., JOHN GORDON.
&c. &c. &c.

REPORT.*

Agreeably to the instructions which I had the honour to receive from the Court in the prefixed interlocutor, I visited the parish of Carlaverock; and having made the inquiries directed in regard to the circumstances of the parish, and the operation of the Hutton bequest, I now humbly beg to report the result; and also to propose, for the consideration of the Court, such an appropriation of the fund of the bequest as appears likely to be attended with most advantage to the parish, in the several ways in which it was appointed by the testator to be employed.

Principle of the proposed Scheme of Appropriation.

In the outset it is necessary to distinguish the amount which, in terms of the will, seems fairly assignable to purposes of education; that being apparently the object which was first and mainly in the view of the testator, and for which he provided most largely and explicitly, on the amount so to be assigned will depend the nature of any improvements which it may be proper to recommend in the educational economy of the parish.

On this point the terms of the deed of gift suggest the following remarks:—

1st. That the bequest may be considered as limited in its several

* The Report, as subsequently amended, and presented to the Court, here follows:—

Dr. John Hutton, First Physician to their Majesties William and Mary, in the year 1708, bequeathed to the ministers and elders of the parish of Carlaverock, and to their successors in office, the sum of 900*l.*, directing them to apply the produce of the same, partly in adding to the means of education in the parish, and partly in the maintenance of its poor. He afterwards bequeathed a further sum of 100*l.* as "ane necessary expense for the said 900*l.*" The deed of gift having directed the amount to be "secured upon a real and heritable right for the annual rent," the ministers and elders forming the kirk session of the parish, in 1717, purchased the lands of Barcloy, in the stewartry of Kirkudbright, at the price of 1125*l.*, paying down the sum of 1000*l.*, and leaving the balance a burthen on the land, which was subsequently discharged by the lesser legacies, to be afterwards noticed. The rental of the estate thus purchased now exceeds 500*l.* per annum.

So fortunate, indeed, was this investment that the trustees were very early called upon to exercise their discretion in the distribution of a fund greater than had been originally bequeathed, and the occasion for their so acting gradually increased. At length, in 1841, a process of declarator was brought before the Court of Session by the minister against the elders of the parish, alleging that "dissatisfaction had been expressed by parties interested in the management and administration of the bequest," and that doubts had been suggested of the nature and extent of the powers of the trustees, in reference to the income, insofar as it exceeded the legal interest of the amount bequeathed; and concluding that the pursuer "should be authorized to lodge a scheme for the application of the funds, which scheme, if approved by the Court, should regulate the powers and duties of the trustees under the mortification."

With the permission of the Court, a scheme of appropriation was lodged accordingly by the minister, and a similar scheme by the heritors of the parish.

Objections to both were given in on the part of the elders; and thereupon their Lordships, having resumed consideration of the cause, pronounced interlocutor, requesting me to visit the parish of Carlaverock, to make personal inquiries concerning the state of education and the circumstances of the poor therein, and to report the result.

provisions to the two objects of education and the "help" of the poor. To the first object belong, in terms, the salaries to schoolmasters and the bursaries to boys at school; and under the same head, it is conceived, may be reckoned the allowance to the "prentice boy," if not simply for the general reason that apprenticeship is still but a part or mode of education, for this reason besides, that it seems to have been so considered by the testator, who has directed that the aprentice shall be one of those boys who had enjoyed a yearly allowance while at school; and that, besides that yearly allowance, "he shall have bestowed on him a provision," &c., when so bound and put out a-prentice, as if there was no essential change of purpose to suggest any change of the individual on whom the prolonged benefit was to be conferred. Nor is that view of the matter at all singular while it happens so often that benefactions for education are applied to aid at their apprenticeship the same pupils who had profited by them, while at school.

It is provided, indeed, "that the kirk and manse be kept in decent repair," but as no relief in that particular is intended to the heritors, it is supposed that the obligations of the fund on this account are so inconsiderable as to render any special provision for them unnecessary.

2nd. It is further observable that, for each of the purposes which are here considered as purposes of education, there is bequeathed a specific sum, or rather a sum not exceeding a certain specified amount, while for the poor the bequest is merely residuary; nor does it embrace the residue entirely and absolutely, for only so much of the fund is to be applied in this direction as the "minister and elders shall from time to time in their conscience think fit and necessary." It will appear, in the sequel, that certain ulterior objects were in the view of the testator to which a portion even of the residue might still be devoted at the discretion of the trustees.

May it not be assumed then that the two great objects of the mortification retain precisely the same proportional amount of interest in the estate which was at first assigned to them respectively, and that the testator would most probably have directed accordingly in the circumstances under which his gift now comes to be administered? If so, the specific apportionments for education contained in the will may so far guide the appropriation at the present time.

They were as follows:—

	£.	*s.*	*d.*
Salary of the principal schoolmaster . . .	10	0	0
Salaries of two other schoolmasters . . .	3	0	0
Four bursaries	12	18	0
Allowance to apprentice (say)	5	0	0
	£30	18	0

At the time when its bequest was made, its value did not exceed 54*l.* per annum.* So that more than one-half of its amount appears to have been specially destined to education. Extending the same proportion to the present rental, after the deduction proposed in the sequel of a sum for the expenses of management and repairs, it would seem that, for education in the parish, there may be fairly claimed from the funds a sum of not less than 246*l.* per annum, and this merely in accordance with the specific directions of the will here noticed.

It is supposed, however, that a still larger part of the estate may be fairly assigned to the purpose in question under all the circumstances of the case, and more especially the following :—

1. The testator, Dr. Hutton, seems to have contemplated that the residue might not always be exhausted in "helping and relieving" the poor: for the deed provides that the "remainder or superplus shall be added to the principal sum, for augmenting in time the number of boys, or for buying of Bibles with other pious and religious books."

2. Various sums were mortified by different individuals, at different times, for the benefit of the parish. One of these, Provost Edgar's, amounting to 40*l.*, was employed in paying off part of the price of the estate which had been left a burthen on the property; the other sums, amounting to 270*l.*, are supposed to have been expended mainly in the improvement of the estate. The dates of all but one of these mortifications are uncertain. All of them it is ascertained were prior to the year 1783, at which time the rental did not exceed 180*l.* It is obviously necessary that, as far as practicable, the purposes to which these sums were severally destined shall be kept in view in any scheme of appropriation. Be it observed then, that the interest of the 40*l.* donation was directed, or is understood to have been directed, to be distributed in *charity* to the parish; while the other donations, amounting to 270*l.*, were destined wholly to education.

It is true that one of these sums was employed in unburthening the estate—the others in improving it. But this difference in the mode of expenditure does not appear to alter the respective values of these bequests, as they fall to be considered in the general scheme of appropriation; in other words, the objects to which these sums were severally destined seem equally entitled to participate in the produce of the estate, in proportion to their amount respectively.†

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* £900 at 6 per cent.; this being the amount of the bequest at the time when these special provisions were made.

† If the difference in the manner of applying these bequests were very strictly considered, it might perhaps be thought to warrant the assignment of a greater proportional value to the sums which were profitably employed in improving the estate than to the sum expended in partly redeeming a wadset, which could at any time be redeemed on payment of the price for which it was granted. But in all the circumstances it is perhaps unnecessary to estimate the present value of the minor bequests by the mere accident of the uses to which they were severally applied.

3. At the date of the bequest, the poor throughout Scotland were relieved from funds obtained from church collections, or from casual benefactions. "On all ordinary occasions, the resources of the kirk sessions were considered as sufficient, and continued to be so at least as late as 1755."* Occasional deficiencies in the voluntary contributions were not then supplied by assessment; but had that practice been common at the time, it is not unreasonable to suppose that private bequests for the "help and relief" of the poor would not have been so readily suggested to the minds of benevolent individuals; at least, they would not have been so devised as *in any degree* to supersede a sure and sufficient resource already existing. This consideration is suggested in the present case, not as rendering it probable that if assessments had then prevailed Dr. Hutton would have made no bequest for the poor, but only as it may possibly be allowed to influence the trustees to some extent in the exercise of the discretion which has been given to them in regard to the amount to be applied to the "help and relief" of the poor.

On these grounds it is supposed that a further sum of 30*l.* per annum may be fairly appropriated to education.

Assuming then that a part of the fund, amounting to 276*l.* per annum, is applicable to the purpose in question, though not more than 100*l.* per annum is so applied at present, I proceed to notice the present state of education in the parish; and to suggest in what respects and by what means it appears to be susceptible of improvement.

If, in the scheme to be submitted, the several allowances assigned by the testator to the teachers, bursars, and apprentice, be not all augmented in the same proportion; nay, if other means besides those which the testator had specified be proposed for the better promotion of education in the parish, it is understood that changes of that description may be competently made, if deemed expedient by the trustees and sanctioned by the Court. For Mr. Russell, the barrister in Chancery, whose opinion was obtained in this case, observes that the "proportions in which the smaller income was originally distributed need not be observed, where it is expedient that they should be departed from;" and that "if the means permit, new objects of bounty may be introduced of a nature analogous to those which are specified in the deed."

Means of Education in the Parish.

In considering how far the means of education have been suitably provided for any district, it is necessary to have in view the particular circumstances and employments of the population; for to these every well-formed scheme of education, in some degree, behoves to have reference.

The parish of Carlaverock is about 6 miles in length and not more

* Sir H. Moncrieff's "Life of Dr. Erskine."

than 2 in breadth. It contains about 40 different possessions or farms, varying in value as follows:—

Yielding rents of less than	£12 per annu	4 farms
Betwixt £50 and £100	„	8 „
„ £100 and £200	„	20 „
Upwards of £200	„	6 „

Of four Heritors only one is resident in the parish. Agriculture gives employment, more or less, to the greater part of the population, which amounts to 1297. On the estate of Mr. Maxwell, embracing four-fifths of the whole parish, there are 142 cottages, occupied by rather more than the same number of families, which depend in a great measure on the wages of farm labour, and on the produce of a small plot of garden-ground which is generally attached to their cottages. White-fishing in the Solway is a further source of the means of subsistence to many, who partly consume the produce and partly carry it to market. A considerable number of families of seamen and ship-carpenters reside in the village of Glencaple, where there is the quay that forms or is subsidiary to the port of Dumfries. In this and the other villages there are retail dealers and small tradesmen, as many as are required to supply the wants of the parish. The occupations, in short, are not marked by any great diversity nor the condition of the people by any great inequalities. Three schools have been established to supply them with the means of education.

The principal or parochial school is placed near the centre; the others towards the extremities of the parish. Each accommodates one or more villages in its neighbourhood; in which villages all but an inconsiderable part of the population is collected. None of these schools is more than two miles distant from another—a circumstance which goes far to resolve one point of the inquiry, since it is plain from this that no additional schools are wanted at any other stations in the parish, one or other of the three which it now possesses being of easy and convenient access to every part of the population.

The attendance at the parochial or Bankend school in the course of the year amounts to about 185; at Highmains to 66; at Blackshaws to 20. Total attendance at the three schools, 271. This is more than a fifth part of the whole population, and might be noticed as giving a higher proportion for school attendance in this parish than is common throughout Scotland, were it not that a few, amounting to 18 or 20 of the pupils at Bankend, belong to the neighbouring parishes of Ruthwell, Mousewald, and Torthorwald.

It is proper to observe that these enumerations express the amount of the pupils who have been enrolled throughout the year, for whatever length of time their attendance may have been, and that absence from school is frequent here, as it is elsewhere, and is occasioned by much the same causes; in particular by the imperfect

estimate which many parents have formed both of the duty and the advantages of education, insomuch that they are induced to withdraw their children from school whenever they can be employed in any little service at home or in the fields. The case stands thus:—

The number of pupils who do not attend more than six months in the year at the Bankend school is . . .	40
At the Glencaple school	4
At the Blackshaws school	2
	46

It is the more proper to notice these facts, as the evil which they imply is not wholly beyond remedy, and that, to some extent, by means which are in the hands of the trustees of this bequest. When schools have been provided with ample accommodation, with able masters, and with a sufficient supply of school requisites, the reward is not simply in the better instruction which they afford, but in the better sense of its value which in some manner they diffuse, and the resort becomes more numerous, longer and more constant than it otherwise would have been. The same result might certainly be expected for the schools in question, if their condition were improved in those of the particulars mentioned in which they shall appear to be defective.

The subjects of the instruction afforded in the several schools, and the number of the pupils receiving them respectively at the time referred to, are presented in the following Table:—

	English Reading.	Writing.	Arithmetic.	Geography.	Mathematics.	Latin.	Greek.	French.
Bankend . .	115	70	75	25	19	15	7	12
Highmains. .	60	30	26	0	0	0	0	0
Blackshaws. .	10	4	3	0	0	0	0	0

It appears from this, that all parts of the parish have not the same advantages in point of education; the Highmains and Blackshaws districts being much less favoured in this respect than the Bankend. The difference is countenanced indeed, and even determined, by the Hutton bequest, which gives a preference to the Bankend over the other stations. But, on the other hand, it may be remembered that the other bequests were directed exclusively to Blackshaws; and that the condition of the people and their intellectual wants are pretty much the same throughout the parish.

In the Highmains and Blackshaws schools the instruction is of the most elementary description, consisting of English reading, writing, arithmetic, and the principles of religion, with the addition, in the first-mentioned school, of some lessons in the elements of

navigation. It is possible that these branches may be so taught so as to produce very little instruction, and less of what is really education, and so as to impart no sort of power or knowledge which is capable of being ever employed to any manner of use. How far and with what success these branches have been taught in the schools referred to, may be judged from the following particulars noted on the spot. "Though the pupil, during the whole period of his attendance here, probably from his fifth or sixth to his eleventh or twelfth year, is occupied daily in learning to read, it does not appear that in many instances he ever attains to the power of reading with common accuracy. This defect was apparent in the oldest pupils at Highmains, and it is no doubt owing in some degree to the habit, which is there freely allowed, of giving to English words the corresponding Scotch pronunciation. Pupils of 12 years of age err in the spelling of common words; two-thirds of their number finish their studies in arithmetic unacquainted with the rule of Simple Proportion. Of their knowledge of the truths of religion it is impossible to speak more favourably. Let this suffice: not one pupil could be found able to repeat correctly the Apostles' Creed, and very few the Lord's Prayer." These statements apply to the school, which is on the whole, the better conducted as it is the better frequented of the two. The Blackshaws school, however, it should be added, has been taught since the death of the late incumbent, 12 months ago, by a master holding an interim appointment, and was, therefore, seen to disadvantage.

Things are managed very differently at Bankend. The seminary there being parochial, has attached to it an endowment from the heritors, as well as from the bequest; and this double encouragement is the occasion of conspicious advantages to the parish. In the first place, it has secured an able and faithful master; and, again, it honours the cause of education in a manner that renders this seminary at once an object of greater interest in the parish, and a place of greater resort than it would otherwise have been. Let some distinguished family give its countenance to a school by frequent visits, or by any other tokens of its disinterested favour; let a society take a school under its protection, and lend it all necessary support, always it is observed that education becomes a matter of much livelier concern than usual in the localities where such schools exist, and the same result from a similar cause, that is from the existence of this ample bequest, is witnessed here.

The variety of branches taught is somewhat greater than occurs in most parish schools; some of them at least are taught to a greater number of pupils, and to a greater extent than usual. Perhaps it may be said, also, that the more advanced branches are received by a greater number than usual of pupils of the humblest parentage. The best Latin scholar is a pauper's son; and for his class-fellows he has the sons of two humble labourers at country work. Four years' application to this branch has enabled them and

some others to read in a competent manner some parts of Cicero and Virgil. There is nothing ambitious, showy, or uncommon in the style of the instructions here given in this tongue; but what is better for true discipline, its principles are inculcated with severe accuracy, and the master's task is unremitted, till all that is really taught has been well understood. As might be expected, from the exact and truthful character of the teaching on one subject, the appearance of the school in most other respects is satisfactory. Among the tests of a teacher's fidelity, there is none more sure than the attention which he bestows on learners in the first stages of instruction. Mr. Hill's exertions accordingly are not directed unduly to those parts of his duty which might be supposed to be the most agreeable to his own inclination or fancy, but all parts of it receive his willing and obedient attention in the proper measure of their importance. With so much to solicit his attention, he has the necessary help of two assistants, whom the bequest enables him to employ at his own expense. The character of the seminary has brought to it some pupils from a distance, eight or nine of whom are boarded in the master's house. This circumstance appears to have been viewed with jealousy by some of the parishioners, as if it tended to withdraw the master's cares from the more proper duties of his public charge, and to concentrate them too much upon the inmates of his domestic establishment. The case of such private addition to the master's duties is not uncommon; but in the present instance at least there appear no good grounds for this apprehension, and perhaps in general the tendency supposed is pretty well counteracted by those additional motives to the faithful discharge of duty which all such accessions of office and responsibility generally bring along with them. And again, may it not be presumed that the children of the parish who frequent the school reap some benefit from the intercourse of those in better circumstances who resort to it from a distance? and, to recur to what was remarked before, the people of the parish are not so apt to regard with indifference an institution among themselves which they perceive to be so highly valued by strangers.

In short, the school now referred to, in respect both of the resort and the character of the teaching, gives evidence of its enjoying some encouragement more than falls to the lot of parish schools in general. It is plainly beholden much to this bequest.

And now it may be noticed in what particular modes the bequest has been applied, both to this and to the other schools which are entitled to share in that part of it which belongs to education; the principal modes in which a bequest of this kind may be applied being the accommodation for the schools, the masters' salaries, bursaries, and a gratis or cheap supply of school books.

1. The school at Bankend occupies an apartment 45 feet long by 15 broad, affording, when the attendance is greatest, a space of not more than four square feet to each pupil. These dimensions

must be considered insufficient, if the space of six square feet, required for each pupil in the schools that are aided by public grants, be no more than a fair allowance for the purpose. Area is wanting at the same time for the proper exercise of the classes when under lesson; and much inconvenience and discomfort are occasionally felt from imperfect ventilation, and from the attempts to remedy this by open door and windows. At a little distance from the school building, the master occupies an ample dwelling-house of two stories with eight apartments, part of which was given by the heritors in implement of their legal obligation for the parish school; another part added for the reception of boarders was erected, partly upon a grant from the Hutton fund, and partly at the teacher's own expense.

The Glencaple school occupies a small house, at rather an inconvenient distance from the village, standing in an open field, without any well-marked path or approach to it from the high road. It is by much too small; unprovided with some necessary parts of school furniture; ill ventilated, and in that respect incapable of improvement. It has been given by the trustees of the Hutton fund, who claim as attached to it a portion of the adjoining field for play-ground. They give no dwelling-house or garden for the master, whose abode is at a distance of nearly two miles from the village where nearly all his pupils reside. This situation of the master's residence cannot pass unnoticed, for it is obviously important that a schoolmaster should not dwell beyond the neighbourhood which he is appointed to serve by his instructions in school, and which he may be fairly expected to benefit by his example and influence in the ordinary intercourse of life.

For the smaller school of Blackshaws, the trustees have provided a tolerable school-house, dwelling-house, and garden; for all of which they pay to the proprietor, Mr. Maxwell, the easy rent of 10*s.* per annum. This school, if shifted a little from its present situation, would be somewhat more accessible to the neighbouring population in the village of Sherrington.

2. The salaries and other emoluments of the teachers are as follows:—

	Salary from Heritors.	Salary from Hutton Trustees.	Yearly Amount of School Fees.
	£. *s.* *d.*	£.	£.
Bankend . .	34 4 4	40	5
Glencaple . .	..	20	6
Blackshaws .	..	20	4

The office of session clerk, which is held by the parochial teacher, has, from circumstances unnecessary to be noticed, yielded no emolument of late years. But the boarding establishment has been

a source of some profit. The rates of school wages have been fixed for the Bankend school by the heritors, and for the other by the trustees of the bequest. They are as follows:—

	Bankend.	Glencaple.	Blackshaws.
	s.	*s.*	*s.*
English reading and writing, per quarter . .	2	2	2
English reading, with Arithmetic in addition .	3	3	3
,, with Mathematics	3	..	..
,, with Latin and Greek . . .	5	..	..
,, with French	5	..	..

None are exempted from the payment of fees by the heritors or kirk session, and few of the paupers on either roll, who are generally advanced in years, have children at school, the number at present not exceeding ten. The produce is less to each of the teachers than might have been expected from this very limited extent of exemption; it is, in truth, unusually small, and this from the common causes of inability or unwillingness to pay, and reluctance to ask or at least to ask with importunity; which, in the instance of the Highmains school, goes so far as to leave one-third of the pupils, from whom no part of the stated fee is received, sought, or expected. At Bankend the case is somewhat more unfavourable to the interests of the master, the yearly amount derived from the 185 scholars there being very little more than from the 20 at Blackshaws. But the matter is thus explained by the schoolmaster:—30 years ago his predecessor at this station discontinued the practice of charging fees, and was led to do so upon an understanding that a compensation was to be provided in the liberality of the offerings at Candlemas. The custom thus introduced was supported by an idea which prevailed in the parish, that exemption from school fees to the parish at large was no more than what the bequest conferred. In these circumstances it was found difficult by the present master to return to the original practice; and to attempt it would have been invidious. In this respect, therefore, the bequest has been allowed to operate in a manner which was not appointed by the will, and which the trustees themselves do not approve.

3. Four of the scholars at Bankend are bursars on the Hutton fund. Both the number and amount of the allowance are at present the same, which have been specified in the deed of gift. The number appears to have varied much in former years, often rising to 6, 7, and 8, and again for a few years falling to 1. No bursars seem to have received from the fund during the 6 years from 1827 to 1833.

The trustees have commonly sought no other title to this benefit than the poverty of the parents; and have not thought it necessary to hold any previous examination upon the capacity, proficiency, or conduct of the candidate.

The allowance to an apprentice boy provided by the deed has not been bestowed on any boy for some years past; and indeed throughout the period of the trust, or at least from 1750 downwards, there were many years for which this allowance seems not to have been granted, probably from the want of claimants with the proper qualification.

4. No part of the Hutton fund appears to have been employed of late years in the purchase of school-books to be supplied gratis, or at reduced rates, to such of the pupils as may not be able to procure them at their parents' expense. In this manner, however, a portion of the fund might be applied with great advantage to all the schools, as it has been occasionally applied to one of them. At Bankend there is a considerable variety of elementary books in use, and it is not of these but only of the less common and more expensive that any want is there experienced. But of the elementary kinds, there is a considerable scarcity at both the other stations, insomuch that the Bible and Testament, in the absence of others better fitted for the purpose, are there generally used for mere lessons in reading. The same want of school books is well known to prevail throughout the country, and is not wholly to be ascribed here or elsewhere to mere inability to purchase, but in part to an indistinct idea, that, in the individual case, they may not be altogether necessary, as if much were expected from oral instruction, and something from being allowed to participate with other children who have been better provided. Still it is agreed by all the teachers, that a cheap or gratis supply of books and maps, and at Bankend, of globes and mathematical instruments, would be a great boon and encouragement to the schools.

A library for the parish was instituted by the minister in 1833. It now consists of about 300 volumes, of well-chosen works of a religious description, as well as of biography, history and travels. Part of the collection was the gift of the minister and other individuals; part was obtained by a subscription of 6*l*., and part by a grant of 20*l*. from the Hutton fund. It has been all along managed by the minister of the parish. It is now, however, greatly in need of repair, and having received no recent additions, it is much less used than it appears to have been in former years.

It will appear from these statements, that the parish has very little advantage over others in respect of education, notwithstanding the greater means which it possesses applicable to that object. Its schools are in truth no better provided, in respect of accommodation and school requisites, than others of the same class elsewhere, and probably their number would have been no less if the bequest had not existed. In regard to the instruction they afford and the master's qualifications, two of the schools do certainly not surpass, it may be doubted if they equal, most of those over the country, that have no aid from endowment; and yet at all the stations, it must not be overlooked, there is a mode in which the bequest operates that does not present itself prominently to view,—if the bequest does not im-

prove education, it cheapens it, and the extent to which it does so may be conceived from the value of their school fees to the several masters. Perhaps this is not a third part of what it would have been had their dependence been on school-fees alone. Here, then, is another way in which the bequest does not take effect, as it was surely meant to do—it adds little absolutely to the comfort or emolument of the masters. A real augmentation of their income, and a provision, by that and other means, for a more extended scheme of instruction, as a boon to the parish at large are objects which require to be very especially held in view in any new plan of appropriation.

It may have been the testator's intention, that the expense of education should be somewhat lessened to the parish at large, by means of the masters' salaries; and this effect is understood to take place generally, when a boon of that kind is conferred upon the master; but as "a real principle of charity" was the express motive of the bequest, there seems no reason to suppose that entire relief from this expense was designed for any but such as could not themselves without difficulty defray it. It is plain that the matter of school-fees requires to be regulated otherwise than at present.

I am of opinion that the whole of the amount here supposed to be available to purposes of education may be so applied with great advantage to the parish, and would humbly propose that this should be effected by maintaining and improving the existing schools and by the other means of a subordinate description to be after noticed.

The changes required for the improvement of the two inferior schools are simple and obvious. In these the elementary instruction should be given in a more efficient manner, and at Highmains navigation should be taught for the benefit of the sea-faring population at Glencaple. The only question relates to the nature of the seminary to be established at Bankend, the most central station for the population of the parish at large, the seat of the parochial school, and the spot especially favoured by the principal bequest.

Now it does not appear that there is anything either in the altered value of the bequest, or in the altered circumstances of the parish which should render expedient any real departure from the views and intentions of the testator in this matter. He bequeaths to the *parochial* school at that station in like manner; and for that reason it is proposed that, under the new appropriation, the seminary should retain the distinguishing features of a parochial school—*first*, in providing fully for the elementary education of all the pupils in common, and *next*, in affording a fair opportunity of more advanced instruction to such as desire, or may be selected to receive it.

If the school were devoted exclusively or chiefly to the higher education, it would then be of a kind of which there are too few examples in Scotland, and circumstances may be supposed which would render this the fittest manner of giving effect to the bequest;

but the fund at present applicable to education would certainly not suffice for the adequate maintenance of a school of that order.

The parochial schools in general, at the present day, stand in need of such additional advantages as this bequest puts it in the power of the trustees to confer upon the school of Carlaverock Their endowment is insufficient, and its application is required in other modes besides those of salary and accommodations. They are called upon to afford instruction in more branches of knowledge than they possess, in general, the means of teaching with effect; and from the same deficiency of means, they often omit some branches which should not be wanting in the commonest scheme of elementary instruction.

It is humbly suggested, accordingly, that the school at Bankend should consist of three divisions under three different teachers, the master of the parochial school being ex-officio rector of the establishment.

1. In the first division, to be taught English reading and grammar, geography, Latin, Greek and French, with sacred history, and the principles of the Christian Faith.

2. In the second, writing, arithmetic, book-keeping, mathematics, the elements of natural philosophy, and the principles of agricultural chemistry and farm economy.

3. In the third, knitting, sewing, and other kinds of needlework. Each of the three teachers to receive a salary from the Hutton fund. School fees to be exigible in each of the three divisions, as in other parish schools, at such rates as may be fixed by the heritors and trustees.

4. A sum to be reserved by the trustees for the payment of school fees, in such cases as may seem to them to require aid in this manner, but to be paid only on the pupil producing a certificate of regular attendance at school.

5. The allowances to 4 bursars and 1 apprentice to be continued, but the candidates to be examined by the Presbytery of the bounds.

6. Each school to receive a supply of school books, maps, and other requisites, at the expense of the Hutton fund; the books to be disposed of by the teacher, either gratis or at reduced prices, as the minister of the parish may judge fit in the circumstances of each case; the proceeds of sale to be returned to the Hutton fund.

7. A sum to be expended annually from the fund in the purchase of books for a school and parish library, for the use both of scholars attending any of the schools, and the population of the parish; the parish schoolmaster to be the librarian, and the trustees the directors.

The sums proposed to be appropriated to each of these purposes are specified in the appended scheme. They amount to 243*l.* per annum, leaving a balance of 33*l.* This sum is reserved to be distributed by the trustees as they may find occasion, in additional allowances to retired teachers, in payment of assistant

teachers, buraries or otherwise, as they may think proper in aiding the education of the parish.

It is further proposed:—

1. That accommodation for the commercial department of the School be provided at Bankend, either by an addition to the present school-house or by a new erection.

2. That a separate school, and a dwelling-house for the mistress be erected for the female department at Bankend.

3. That a new school and dwelling-house be erected for the Highmains school somewhat nearer to the village of Glencaple than the present.

These accommodations, it is calculated, may be provided on an adequate scale at an expense of 400*l.* It is suggested that the fund requisite for the purpose may be obtained as follows:—

The trustees, it is understood, will in the event supposed apply to the Education Committee of the Privy Council for aid from the funds at their disposal, in defraying the expenses of these erections. But without presuming to anticipate the result of such application, it is proposed that the sum to be advanced by the trustees should be obtained by continuing, in the mean time, the expenditure for education at the same amount, and in precisely the same manner, as at present; the remainder of the sum allocated to education, as above, being set apart for accumulation. The fund so accumulated, though subject to the current deductions to be after noticed, will, it is calculated, supply in the course of three years, the whole sum requisite to be advanced by the trustees for the three erections.

Expenses of Management and Repairs.

The property of Barcloy consists of about 1000 acres, of which about 300 only are arable. I have consulted an intelligent agriculturist* in regard to its capabilities of improvement from a judicious outlay of capital, and have been favoured with his opinion, to the effect, that "the farms being generally small, and the tenants not having their whole time occupied with agricultural labours, it is probable that nearly all of them would rather bestow their own labour in improving their farms than have such done by the trustees, and to pay interest or an increased rent for the outlay" He does not "think it would be advisable or profitable to the trustees to expend much money on the improvement of their lands;" he remarks, however, that a number of the houses and fences on the estate are not tenantable, and that the trustees, although they may not be legally bound, ought, with a view to the future and permanent interest of the property, to expend a sum of money thereon.

For these and other incidents connected with the management of the estate, and for its improvement by planting, if that may be thought profitable, it is considered necessary to appropriate a sum of 70*l.* per annum.

* Robert M'Knight, Esq., of Barlochan.

This, with the sum of 276*l.* proposed for education, leaves a balance of 154*l.* applicable to the help and relief of the poor.

Poor.

My inquiries regarding the state of the poor were guided by the explicit directions of the Court, and were not confined to this parish, but extended to four of those adjoining. The accounts and minute books, both of the trustees and the heritors, were examined so far as necessary. The parochial minister and the principal schoolmaster, as trustees, readily furnished every information which was desired in regard to their management of the trust and the state of the population. In respect to the actual condition of the poor, I had the further advantage and privilege of personal observation, having visited the cottages of almost all those resident at the time in Carlaverock, and many belonging to the parishes adjoining.

With the exception of one individual, all who derive aid from the Hutton fund are ranked in the class of permanent poor. Their number (occasional included) is 63, of whom 54 are natives and resident, 9 natives and non-resident,* none of the class of externs, or persons not natives of the parish, who, in terms of the deed of mortification, might be recommended by the Presbytery of Dumfries. On one ground or another all are entitled to participate in the fund according to the terms of the bequest, supposing the trustees to have been satisfied of their claims on the score of indigence.

With what discretion the objects of the charity have been chosen the following table may help to evince. It presents the state of 40 of the poor, as ascertained in the course of the personal inquiries referred to :—

—	No.	Unable to Work.	Able to Work a little.	Having Friends who might Assist.	Having Children to provide for.
Males upwards of 65 years of age	6	2	4	..	2
,, between 60 and 65	3	3	..	1	1
,, under 50	1	1	..	..	..
Females upwards of 60	13	9	4	6	3
,, between 50 and 60	11	2	5	..	..
,, under 50	2	..	2	..	2
Children	4	..	..	..	..
Total	40	17	15	7	8

* Six of these unfit, from age or infirmity, to live alone, were permitted by the trustees, after they had been admitted upon the Hutton roll, to reside with relatives at a distance. Unless under very special circumstances, they do not admit upon the roll any person, though a native, who has acquired an industrial settlement in another parish.

It may here be observed how large a proportion of those aided by the fund are aged people, unable it may be fairly presumed from their advanced years to procure the means of subsistence adequately from their own labour. Most of those who are not of this class are infirm or disabled; a few, not exceeding 3 or 4, are neither old nor unable, nor unwilling to work, nor yet without employment. Of one or other of these three descriptions are all the recipients of the charity resident in the parish.

The last-mentioned class of persons, there is reason to believe, would neither have sought nor received relief from a fund raised by assessment, and they have sought it from the bequest because they consider the bequest somewhat as an estate, or peculium, to which, under the pressure of necessity, they may have recourse, with less both of that sacrifice of feeling and of that descent in the estimation of their neighbours which would have attended their application to the parish funds. And they have received from the bequest because that was designed as a "real charity," and because their necessity was judged by the trustees to be as real as that of others in more abject circumstances. How far the same preference of the bequest to the parish fund prevails among the poor throughout the parish I made a point of special inquiry, but did not discover that the sentiment went much beyond the class of persons now referred to. In general, the difference of receiving from the one fund or from the other was not understood, except, indeed, as it might be a difference in the amount received.

The impression left by all that came to view in the course of this survey was, that the objects of the charity had been judiciously chosen. Then, what has been the effect of the charity upon the habits and character of those who have received it?

A cursory inspection does not entitle to speak with much assurance on this point. Indolence and improvidence may have been thus produced to some extent, but among whom? The actual participators of the bounty are mostly old and infirm people, of whom it cannot be properly said that they are indisposed to exertion, while the case is that they are incapable of it, and exempted from it by the fair privilege of their years. Nor does the expectation of being one day admitted to the bounty seem likely, so long as the bounty is merely in expectation, to dispose very strongly to indolence and improvidence, in circumstances which make the penalty of these faults instant and severe. Still there are some on whom the boon in question may have this ill effect: and they are chiefly of those who, though still capable of labour, have yet been allowed to derive some advantage from the bequest. I could not discover, however, either from observation or inquiry, that these consequences of the bequest had taken place in the parish to any very noticeable extent.

There were, on the contrary, many indications of the charity having been truly blessed to those who have been selected to enjoy

it. Poverty there is in that degree that justifies their admission to the benefit, but the distress of actual want, it is believed, does not exist among them. In the interior of the parish, on the property of Mr. Maxwell, their condition is greatly removed from that state of extremity, and displays a degree of comfort which it is pleasing to behold. Cottages with garden ground that yields a large part of all that they require for subsistence have been granted by the benevolent proprietor at small rents. In the cleanliness and order, the variety of articles of household convenience, and the little aspirations to ornament which these humble dwellings exhibit, there are sure signs of the exemption of the inmates from any painful pressure of indigence; and there is no reason to think that what has thus given an aspect of cheerfulness to their domestic life has had any ill effect upon their morals.

The rates of allowances from the fund vary from 1*l.* 10*s.* to 12*l.* per annum. The whole amounted for the last year to 271*l.*, including a sum of 18*l.* paid for the maintenance of one pauper in the Crichton Lunatic Asylum. The appropriations already proposed have, however, left for the poor no more than 154*l.* per annum: whence then is to be derived the difference, supposing the sum to be expended in relief of the poor, both from the bequest and from the assessment, not to be reduced below its present amount?

Dr. Hutton, in the deed of gift, declares the motive of his bequest to have been "a real principle of charity," and the object of it "the promoting of piety and learning, and the relieving, helping, and assisting poor and indigent people." There is no reason to suppose that any benefit was directly intended by this bequest to any other parties than the poor themselves.

The provisions for "schoolmaster, kirk and manse," it is expressly declared, are not to relieve the heritors from their legal obligations in reference to these objects, and if the same declaration be not made with regard to their legal obligation for the poor, this may probably be accounted for by the fact before noticed, that at the date of the bequest the church collections sufficed for the maintenance of the poor, and that assessment for that purpose was then unknown. In short, it is assumed, in the present plan of appropriation, that the bequest was as little intended to relieve the heritors in the matter of the poor as in that of education; and that, on the other hand, the trustees are under precisely the same obligation to apply to the one object as to the other the exact proportion of the fund to which by the will these objects appear to be respectively entitled.

It follows, that if the sum of 154*l.*, supposed to be the amount of the bequest now applicable to the poor along with the church collections, do not suffice for the proper maintenance of *all* the poor in the parish, what is wanting behoves to be supplied by those other means which have been provided by law.

It is true that the bequest has been allowed so to operate as

to increase the expense of maintaining the poor in this parish considerably beyond what it would otherwise have been, and this effect is well ascertained to have taken place in these several ways:—1. Larger rates of allowance have been given from the bequest than would have been granted from funds raised by assessment. This appears from the following table:—

	Number of Paupers.	Total Amount Expended.	Average Allowance to each Individual.
		£. s. d.	£. s. d.
Bequest . .	63	271 3 6	4 6 0
Assessment . .	29	98 19 6	3 6 10

2. From the encouragement given by the bequest to settle in the parish, the number of poor has been raised there beyond its due proportion to the population: this appears from the following comparison with two or three of the parishes adjoining:—

	Population.	Number of Poor.	Rate per Cent. of the Population.
Carlaverock . .	1297	92	7
Mousewald . .	683	31	4
Ruthwell . . .	1032	38	3
Commertrees . .	1277	54	4

3. As already explained, some individuals have been aided from the Hutton fund, who are not of the description that could have claimed, or would have received, aid from the parish funds.

Occasionally, though very seldom, the benefit of the fund has, on the recommendation of the Presbytery of Dumfries, been extended to *externs*, that is, to individuals who were not natives, and who besides had no legal settlement in the parish; but of this description there are none upon the fund at present.

Now, unquestionably, the burthen of maintaining a pauperism thus created, encouraged, and supported, cannot justly be devolved upon the heritors, who were in no manner concerned or consulted in the administration of the bequest; but it is believed that the extra claims in this manner originated will, in their full amount, be answered by the allowance proposed to be still continued from the fund.

The amount of these extra claims cannot be exactly determined, because the amount of the increase in the number of the poor, in consequence of the bequest, is not and cannot precisely known. But

it may be presumed that these claims do not exceed what may be answered by the proposed allowance from the Hutton fund, if after that allowance has been applied it shall appear that the amount of the assessment then required for the parish is not greater in proportion to the rental than is common in the parishes adjoining, where the circumstances of the population are pretty much the same. The interlocutor of Court suggests this comparison, apparently, as it is judged to have an important bearing on the question:—

	£.	s.	d.
The amount then of the assessment in Carlaverock for present year is	106	13	6
To this, if the expenditure from the Hutton fund be reduced to 154*l.*, will have to be added the difference betwixt that sum and amount of the expenditure at present. Thus:—			
Amount of present expenditure . . . £271 0 0			
Amount of reduced expenditure . . . 154 0 0			
	117	0	0
Total	£223	13	6

An assessment to this extent upon the rental of 5100*l.*, would be at the rate of 10½*d.* per 1*l.**—Then how stands the case in the parishes adjoining? It is as follows:—

	Population.	Poor.	Rental.	Yearly Assessment.	Rate per £.
			£.	£. s. d.	d.
Mousewald .	683	31	3965	181 0 0	11
Ruthwell . .	1032	38	3820	156 0 0	10
Cummertrees .	1277	54	5884	277 0 0	11¼
Torthorwald .	1346	33	5527	200 0 0	8½
Carlaverock .	1297	92	5100	223 0 0	10½

It appears from this statement that the proposed arrangement is not liable to objection on the score of its imposing any unusual burthen upon the heritors and others liable to the assessment; the fact being, that the assessment, augmented to the point required, is not so great as what is commonly undertaken by the neighbouring heritors, in parishes which are not more calculated to favour the growth of pauperism, either by any greater penury of natural resources or by the character of the industry which prevails in them.

Perhaps however it may be deemed equitable to those con-

* This is calculated on the supposition of the allowances from the parish fund being continued at the same high rates as the present allowances from the Hutton fund.

cerned that the necessary increase of the assessment should take place by degrees. If so, the following arrangements are humbly suggested:—

1st. On the one hand, no new claimants to be admitted upon the Hutton fund for the poor until the expenditure therefrom shall, by death and transference to the parish fund, have been reduced to 154*l.* per annum.

2nd. On the other hand, the assessment to be augmented at a certain rate, perhaps 30*l.* per annum, until it becomes equal to all the admitted claims upon it, as progressively transferred from the Hutton fund.

3rd. The Hutton poor-roll to be at all times open to the inspection of the heritors of the parish, for their guidance in administering the parish funds.

The expenditure for education will in the mean time, as already proposed, stand at its present amount; and the accumulation required for building schools and dwelling-houses will take place by the death and gradual transference of those upon the Hutton to the parish fund. In three years, it is calculated that the necessary sum for building will have accumulated, and the expenditure from the Hutton fund will have become adjusted to the proportions here proposed for the two great objects of the bequest.

It is plain that the duty of the trustees in the administration of this part of the bequest is one of a nice and difficult description, requiring much care, on the one hand, that the bequest may not operate to the advantage of other parties than those for whom it was intended, and on the other hand, that it may not encourage the increase of pauperism in the parish, so far as either to impair the feeling of reluctance to embrace it, or to burden unduly those whom the law requires to provide for its relief. All of these consequences are imminent, but it is believed they may, with due circumspection, be avoided.

It may be only further remarked, that if the pauperism of this parish exhibits an increase in the course of the last few years, the fact is not to be ascribed altogether to the operation of the bequest, but in great part, also, to other causes of a general nature; the same thing, as is well known, having occurred less or more in other parishes throughout Scotland.

Proposed Scheme of Appropriation.

The scheme of appropriation now humbly submitted to the consideration of the Court is as follows:—

	£.	s.	d.
Free revenue assumed to be	500	0	0
To be applied as follows:—			
I.—For Education.	£.	s.	d.
(1.) Salaries:—			
Parochial schoolmaster at Bankend	60	0	0
Teacher of the commercial branches there	40	0	0
Teacher of the female department there	20	0	0
Teacher at Highmains	35	0	0
Teacher at Blackshaws	25	0	0
		180	0	0
(2.) Bursaries; four at 3*l.* 4*s.* 6*d.* (say)		13	0	0
(3.) Apprentice		5	0	0
(4.) For payment of the school fees of poor children at the schools		25	0	0
(5.) School-books and prizes		10	0	0
(6.) Library		10	0	0
(7.) Reserved to be applied at the discretion of the trustees in additional bursaries, allowances to retired teachers, and to assistant-teachers		33	0	0
		276	0	0
II.—For the poor		154	0	0
III.—For expenses of management, repairs, &c., on the estate		70	0	0
		£500	0	0

It has been suggested, by one of the parties in process, that the principle and proportions of whatever plan of appropriation may be adopted should be observed by the trustees in the event of the income either exceeding or falling short of its present amount to the extent of 100*l.*, but that upon the income becoming either more or less than its present amount, to an extent exceeding 100*l.*, application should again be made to the Court for its directions. It is believed that this course, in the circumstances supposed, might be followed without inconvenience; and, perhaps, whatever sum may accrue to education in this manner, may be distributed among the different objects of that branch, at the discretion of the trustees.

The trustees may be expected, as occasion requires, and when the fund permits, to give effect to the provision in Dr. Hutton's will for "keeping the kirk and manse in decent repair," without relieving the heritors from their legal obligation in reference thereto. It appears that, betwixt the years 1757 and 1840, the expenditure from the fund of repairs on the church, church-yard, &c., amounted

to 50*l.* 17*s.*, and from 1765 to 1807, for repairs of the manse, to 120*l.* For the latter there has been no disbursement from the Hutton fund during the last 15 years.

In concluding, it may be observed, that the kirk session, while consisting as at present of but three individuals, cannot be considered as forming a trusteeship the best adapted in all points for the discharge of the important duties which devolve upon it in the administration of this trust: so much more important than the testator may be supposed to have anticipated. If the kirk session should themselves be of this opinion, it would be for them to consider in what manner an addition to their number, perhaps of some members of the Presbytery of the bounds, and the sheriff-depute or sheriff substitute of the county, could be legally and least expensively effected.

I have the honour to be, &c.,

(Signed) JOHN GORDON.

To the Committee of Council on Education.

STATISTICS of Applications for Aid from the Parliamentary Grant which Education, in the

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The purchase of a building to be converted into a school.	Clayton-le-Woods	N.	.	3	.	.	3	.	.
The erection of a school and residence.	Stanningley, St. Thomas.	N.	3	.	.	.	.	.	.
The erection of a school-house .	Hesce	N.	2	and Churchwardens.					
Ditto, ...	Wissett	C.	.	.	.	.	7 or 8	.	.
Ditto.	Clenchwarton . .	N.	1	and 2 Churchwardens.					
An infant school-house	Chilvers Coton .	N.	2	.	.	.	.	.	.
The erection of a school-house . .	Waltham Abbey .	B.	.	.	.	.	.	8	.
The erection of a school-house with mistress' residence.	Bottwnog	N.	3	2	.	.	.	.	.
The erection of a school and master's house.	Earls Heaton. . .	N.	5	4	.	.	.	.	.
Ditto, ...	Allerton	B.	.	.	.	.	.	17	.
Ditto.	Abbott's Moreton	N.	1	.	.	.	.	.	.
To enlarge National school, and to erect an infant school and master's residence.	Paignton . . .	N.	3	.	.	.	.	.	.
The erection of a school and master's house.	Llanengan . . .	B.	.	.	.	.	.	.	.
The erection of a master's house	Withycombe Rawleigh.	N.	2	1	.	.	.	.	.
The erection of a school-house .	Bridgewater, St. Mary's.	.	3	.	.	.	.	.	.
The erection of a master's house	Hales Owen . . .	N.	.	.	.	.	.	.	.
The erection of a school-house	Potter Heigham	N.	1	3	.			.	.

ıave been considered and determined by the Committee of Council on Year 1844-45.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	None.	795	None	.	None	.	80
600 sq. yards.	. .	4,000	. .	.	A school for "all denominations" and 1 or 2 small dame schools.	200	250
60 by 30 feet.	Residue of site.	530	. .	.	Two dame schools and a Sunday school.	70 in Sunday school.	88
10 rods.	. .	500	. .	.	No other	.	85
45 by 50 feet.	. .	597	. .	.	A Sunday school held in parish church.	.	116
90 by 50 feet.	50 by 40 feet.	2,359	One endowed school.	200	. .	.	208
90 b 50 feet.	Residue of site.	4,200	Leverton School	40	A National school	140	154
36 by 36 feet.	12 by 12 feet.	700	A grammar school.	.	. .	.	72
1,309 sq. yards.	1,457 sq. yards.	3,334	. .	.	A few dame schools.	.	290
432 sq. yards.	152 sq. yards.	2,000	. .	.	A private day-school.	.	240
480 yards.	. .	780	. .	.	Sunday schools in each parish.	.	70
12,476 sq. feet.	Residue of site.	2,500	A charity of 30*l.* per annum.	20	Two dame schools, one endowed with 4*l.* per annum, for 20 children.	.	116
620 yards.	400 yards.	2,600	A tenement . .	.	Twelve Sunday schools.	450	191
.	. .	1,200	. .	.	. .	.	128
125 by 65 feet.	Residue of site.	10,449	Dr. Morgan's 120*l.* a-year.	300	. .	.	211
112 sq. yards.	. .	3,000	. .	.	. .	.	280
6 rods.	. .	357	.	.	One dame school	6 or 7	90

(*Continued on pages* 410, 411.)

Statistics of Applications for Aid from the Parliamentary

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levellings, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Clayton-le-Woods	.	.	.	.	.	.	.	42	.
Stanningley, St. Thomas.	.	.	.	.	.	.	.	600	100
Hooe	151 6	.	.	30	.	.	.	200	86
	18*l.* 14*s.* legal expense and surveyor.								
Wissett	.	120	.	.	.	.	.	120	60 2
Clenchwarton . .	.	180	.	.	.	.	.	180	65
Chilvers Coton .	21	School-house fences and legal expenses, 250*l.*						271	25
Waltham Abbey .	.	280	.	.	16	.	.	336	260
	Stone dressing and fixing, 40*l.*								
Bottwnog	.	.	.	.	.	.	.	199 17	127 10
Earls Heaton. . .	113 11 6	450	.	.	66 5	.	116	750	160
	Legal expenses, 5*l.*								
Allerton	50	236	.	.	.	.	137	468	210
	Solicitor, 15*l.*; architect, 15*l.*								
Abbott's Moreton	.	74	10	.	7	.	81	172	130
Paignton	.	406	.	.	6	.	included	447	219
	Legal expenses 24*l.*; architect 11*l.*								
Llanengan. . . .	.	150	.	.	30	.	60	250	100
	Playground walls. Legal expenses, 5*l.*; other expenses, 5*l.*								
Withycombe Rawleigh.	.	20	.	.	5 15	.	120	161	.
	Well, 10*l.* 13*s.*; stoves, 4*l.* 4*s.*								
Bridgewater, St. Mary's.	.	150	230	.	.	.	.	380	150
Hales Owen . . .	.	.	.	.	.	.	167	167	.
Botter Heigham .	.	145	.	.	5	.	.	170	55
	Sundries, 10*l.*; legal expenses, 10*l.*								

Grant for Education, in the Year 1844-45—*continued.*

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	40	.	.	.	.	.	.	40
200 N. S.	.	.	300	It is hoped that the fees will be sufficient.						250
40 Diocesan Society	.	.	74	12	.	.	13	.	25	22[a]
. .	.	.	60	.	.	.	10 to 15	.	.	50
35 N. S. 37 Lynn District Society.	.	.	50	.	.	.	.	.	.	58
75 N. S.	.	.	125	The school is self-supporting.						54
. .	.	.	76	.	.	.	.	.	.	50
25 N. S.	.	.	60	12	.	.	7	.	19	36
250 N. S.	.	.	340 8 4	.	20	.	50	.	70	296
. .	.	.	228	.	.	Not stated.		.	.	200
. .	.	.	36 besides fittings.	.	.	Not stated.		.	.	20
. .	.	.	193	41 10	7	.	8 14	.	57 7	84
. .	.	.	150	10	School fees and subscriptions expected to be sufficient to remunerate master.					100
. .	.	.	.		.	.	.		70	40
. .	.	.	230	28	.	.	4	.	32	111
. .	.	.	67 10	.	.	.	.	.	.	42
40 N. S.	.	.	80	10	2	.	10	.	22	45

[a] Only 9-inch walls.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house	Henfield	N.	1	.	1	.	.	1	.
The erection of a residence for master and mistress.	Coggeshall	N.	1	1	.	1	.	.	.
The erection of a school-house	Llanfihangel Uwchgurli.	N.	3	and 2 Churchwardens.					
For altering, preparing, and fitting up girls' and infant schools	Bootham	N.	7	5	.	.	.	.	.
The erection of a school-house	Ayton, Great	B.	12 Gentlemen and Tradesmen.						
Ditto	Pulloxhill	N.	1	and 2 Churchwardens.					
The erection of a master's house	Bontnewydd	N.	.	.	.	.	.	.	.
The erection of a school-house with residence.	Lochalin	S.	The Minister and Heritors of the parish for the time being.						
The erection of a master's house	St. Bride's, major	N.	1	and 2 Churchwardens.					
Ditto	Lampeter Velfrey, (Tavernspite).	N.	.	.	.	.	.	.	.
The erection of a school-house with residence.	Great Creaton	N.	3	and 2 Churchwardens.					
The erection of a school-house	Good Easter	N.	1	.	.	.	.	2	.
The erection of a school and master's house.	Bridge of Allan	S.	1 and 7 others.						
To purchase a building for National school and master's house	Bewdley	N.	½	1	1	.	.	.	.
The erection of a school-house	Forfar	S.	The Magistrates and Town Council of the burgh for the time being.						
Ditto	Hordley	N.	3	.	.	.	.	.	.
The erection of a school-house and master's residence.	Pontop Colliery	N.	2	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
37 by 20 feet.	48 by 50 feet.	1,800	. .	.	Two National schools; two Sunday schools.	350	105
33 by 30 feet.	. .	4,500	. .	.	. .	.	400
50 feet.	Residue of site.	2,300	. .	.	. .	.	75
19 perches.	80 by 10 yards.	9,000	. .	.	One boys' National school. Two girls' schools.	380 boys	216
96 by 58 feet.	Boys 73 by 43 feet. Girls' 41 by 36 feet.	1,500	One of 10*l.* a-year.	8	Two small schools and two dame schools.	.	273
990 feet.	. .	623	. .	.	One Sunday school for boys and girls. One infant school.	.	146
. .	. .	1,000 to 1,200	. .	.	. .	.	126
80 yards.	. .	500	. .	.	. .	. .	133
35 perches.	. .	795	. .	.	One Welsh Sunday school.		107
. .	. .	1,050	. .	.	One Sunday school for dissenters. One day school; 20 children.	.	168
1 rood.	Nearly 2 acres of common.	330	. .	.	. .	.	133
36 rods.	Residue of site.	600	. .	.	. .	.	52
1 rood.	120 by 60 feet.	1,000	. .	.	None but present school.	.	175
. .	. .	800	. .	.	. .	.	120
. .	About 25 poles.	2,000	. .	.	One school . . .	20	242
39 by 37 feet.	. .	600	. .	.	. .	.	69
½ an acre.	Residue of site.	2,000	. .	.	Two dame schools held in cottages.	.	100

(*Continued on pages* 414, 415.)

At	Total Estimated Expense of School Building.								Amount subscribed by Private Parties.
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levellings, &c.	Master's House.	Total Estimated Expense.	
Henfield	.	212	Fences, drain, &c., 38*l.*			.	.	250	186
Coggeshall . . .	.	.	.	.	.	.	260	.	65
Llanfihangel Uwchgurli.	.	.	.	.	.	.	.	.	.
Beotham	.	80	38	.	.	.	.	118	41
Ayton, Great . .	137	434	34	21	18	.	.	704	424
	Iron railing and spouting. Warming apparatus, 37*l.*; law expenses, 16*l.*; architect, 8*l.*								
Pulloxhill	.	170	.	.	.	.	.	.	115
Bontnewydd . . .	.	.	.	.	.	.	120	120	.
Lechalin	.	.	.	.	.	.	.	.	
St. Bride's major .	Site given.		.	.	.	.	105	113	69
	Legal expenses, 8*l.*								
Lampeter-Velfrey, (Tavernspite).	.	.	.	.	40	.	200	240	.
Great Creaton . .	.	239	23	.	10	.	80	377	12
	Architect 14*l.* 10*s.*								
Good Easter . . .	133	.	.	.	.	.	.	133	42
Bridge of Allan .	.	150	Walls, 20*l.*; law expenses, 7*l.*				250	427	170
Bewdley	12 10	235	.	.	9 6	.	Repairs 5	312	100
	Proposed new dwelling-house, 50*l.*								
Forfar	148	298	7	.	62	.	18 Gas fittings.	537	269
	Law expenses, 3*l.* 5*s.*								
Hordley	.	143	.	.	.	.	.	143	96
Pontop Colliery .	Estimated cost, 330*l.*			.	.	.	.	330	169

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
10 N. S. 20 Diocesan Society.	.	.	76	16	.	.	.	.	.	53
. .	.	.	.	38	53	.	24	.	115	65
35 N. S.	.	.	81	7	The children to pay for their tuition.					40
25 N. S. for mistress salary for one year.	.	.	77	.	.	Not stated.		.	.	55
. .		.	280	Endowment of Mr. Richardson		50	2*d.* a week.	.	.	140
. .	.	.	55 and legal expenses.	.	.	.	.	.	.	55
. .	.	.	120	.	.	.	.	.	.	30
The Heritors have agreed to pay 60*l.* exclusive of the value of the site.			80 or 90	.	.	.	.	.	.	80
25 N. S.	.	.	50	61	.	.	10	.	71	27
50 N. S.	.	.	150	20	.	.	10	.	30	60
100 N. S. 40 Diocesan Society.	.	.	215	16	10	.	18	.	44	90
30 Diocesan Board	.	.	61	.	.	Not stated.		.	.	26
. .	.	.	267	.	20	.	40 to 50	.	.	150
. .	.	.	250	.	.	Not stated.		.	.	60
. .	.	.	269	25 annual allowance.	.	.	30	.	55	121
10 N. S. 10 Diocesan Society.	.	.	27	10 to 12	.	.	4	.	.	35
25 Diocesan Society (included.)	.	.	180	.	.	Not stated.		.	.	75

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house and mistress's residence.	Gloucester, St. Michael's.	N.	.	.	.	.	.	.	.
The erection of a school and master's house.	Ruabon	B.	.	2	.	.	.	18	.
The erection of a school and mistress's house.	Yetholme	S.	1	and 5 Heritors or Proprietors.					
The erection of a school and master's house.	South Shore . . .	N.	1	and Chapelwarden.					.
Ditto.	Llandudno. . . .	N.	3	1	.	.	.	.	.
Rebuilding school and master's house.	Lowndside . . .	N.	1	.	.	.	.	.	.
The erection of a school and master's residence.	Edern, Pwllheli .	N.	1	and Churchwardens.					.
Ditto.	Mynyddslwyn Crumlin.	N.	3	.	.	.	.	.	.
The erection of a school-house. .	Llanhilleth, Newport.	N.	3	.	.	.	.	.	.
The erection of a school and master's house.	Boylestone . . .	N.	2	.	.	.	.	.	.
The erection of a master's house	St. Peter's Cheshill, Winchester.	N.	Five are appointed by deed.						
To purchase building for school and master's house.	Bristol (St. Simon).	N.	1	and Churchwardens.					.
Providing fittings for the school	Alberbury	N.	3	.	.	.	.	.	.
The erection of a school-house and master's residence.	Honley	N.	5	5	.	.	.	.	.
The erection of a school-house and mistress's residence.	Hormead, Great .	N.	1 and 2 Churchwardens.						.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
85 by 53 feet.	300 sq. yards.	3,000	. .	.	One British school	.	232
. .	16 feet round the building.	11,200	A grammar school, with an endowment of 20*l.* per an.	20 to 29	National school. . Lady Harriett's. . School at Rhosymedie.	80 60 100	570
¼ of an acre.	An extensive meadow in the neighbourhood.	2,000	.	.	Parochial school at Yetholme; One at Kirk Yetholme.	.	66
704 sq. yards.	416 sq. yards.	700	. .	.	Moss school . . . The present South Shore Girls' school.	66	84
1 rood.	600 sq. yards.	1,000	. .	.	. . .	.	120
1 rood 18 perches.	. .	2,226	One at High Green, connected with B. & F. S., enjoying interest of 500*l.*	158	. . . .	.	276
1 rood.	1 rood.	700 Edern.	. .	.	. .	.	157
750 sq. yards.	101 by 42 feet.	3,200	. .	.	One at Court-y-bella.	350	94
2,500 sq. feet.	2,000 sq. feet.	1,200	. .	.	One small schoolroom.	40	100
2 roods 28 perches.	¼ of an acre.	400	. .	.	Taught daily in two cottages. One Sunday and daily school (dissenting). One Sunday (dissenting).	50 30	100
. .	. .	900	. .	.	The central school the only one.	.	133
64 by 27 feet.	. .	2,153	. .	.	A Wesleyan Sunday school.	100	168
411 sq. yards.	. .	1,600	A charitable fund of 6*l.* 13*s.* 4*d.* for	8	One, having the foregoing fund.	50	110
1 rood.	¼ of a rood.	6,000	. .	.	None but Sunday schools.	.	536
80 feet square.	Residue of site.	816	. .	.	One Sunday school One weekly school and one or two small schools.	110 35	100

(*Continued on pages* 418, 419.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levellings, &c.	Master's house.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Gloucester, St. Michael's.	190	475	.	.	25	.	50	765	490
		Law expenses, 10*l.*; Architect, 25*l.*							
Ruabon	40	631	.	.	48	.	150	870	370
Yetholme	.	130	.	.	5	.	.	140	70
				Law and other expenses, 5*l.*					
South Shore . . .	.	154		.	15 and pump.	.	145	314	128 10
Llandudno . . .	50	220	.	.	95	.	80	445	190
				Law expenses, 10*l.*					
Loundside . . .	Tenders, 597*l.* 14*s.* 6*d.*; Architect's commission, 5 per cent.							.	185
Edern, Pwllheli .	30	192	20	.	.	.	40	290	90
				Law expenses, 8*l.*					
Mynyddslwyn Crumlin.	.	233	.	.	28	.	89	355	28
				Law expenses, 4*l.* 10*s.*					
Llanhilleth, Newport.	.	187	20	.	.	.	.	238	12
				Boundary walls, 31*l.*					
Boylestone . . .	160	255	20	.	10	.	85	573	200
				Law expenses, 30*l.*; Architect, 13*l.*					
St. Peter's Cheeshill, Winchester.	110	.	20	.	18	. .	213	370	142
				Law expenses, 14*l.* 10*s.*					
Bristol (St. Simon.	.	300 Together with master's house.				.	.	365	237
		Law expenses, 10*l.*; Fittings, 55*l.*							
Alberbury . . .	.	262	.	.	5	.	.	268	244
		Stamp of conveyance, 1*l.* 10*s.*							
Honley	125	1,100	.	.	.	.	.	.	250
Hormead, Great .	.	275	.	.	35	.	135	490	145
		Site and law expenses, 45*l.*							

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Building.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	275	50	.	.	11*s.* per week.	.	.	130
. .	.	.	500	15	10	.	129	.	154	330
. .	.	.	70	.	.	.	20 to 30	.	.	50
65 N. S.	.	.	185 10	10	20	.	12	.	42	80
. .	.	.	265	13	.	5	15	.	33	80
120 N. S.	.	.	322	.	.	25	65	5 the master as parish clerk.	.	250
N. S.	.	.	200	20	.	.	20	.	40	90
N. S. 20 Diocesan Board.	.	.	.	.	.	.	5 a local subscription.	.		70
75 N. S.	.	.	132	3	.	.	5*s.* weekly.	15 N. S.	.	50
75 N. S. Legal expenses . . 20 Architect . . . 13 £33	160 value of site.	20 materials.	85	30	2	5 other sources.	25	8 value of master's house.	70	75
35 N. S.	.	.	100	50	10 Sermon.	.	40	.	100	55
N. S.	.	.	128	15	5	.	30	.	50	90
N. S.	.	.	25	38	.	.	30	.	68	25
300 N. S.	.	.	950	It is expected that children's payments will be sufficient in course of time.						400
60 N. S.	.	.	300	25	.	.	10	.	35	85

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house. .	Stoke Mandeville	N.	2	.	.	.	.	.	.
For additional grant	Barnton	.	.	.	.	.	.	.	.
Ditto.	Sancreed	N.	.	.	.	.	.	.	.
Ditto.	Whiteshill	N.	.	.	.	.	.	.	.
Converting part of National school into an infant school.	Macclesfield, Old Church.	N.	.	.	.	.	.	.	.
For additional grant	Bilston, St. Mary	N.	.	.	.	.	.	.	.
Providing fittings.	Dunham.	N.	.	.	.	.	.	.	.
For additional grant	Llangelynin Arthog.	N.	.	.	.	.	.	.	.
Ditto, ...	Woolton, Little .	N.	.	.	.	.	.	.	.
For additional grant	Brabourne	N.	.	.	.	.	.	.	.
Ditto.	Farnworth, near Warrington.	N.	.	.	.	.	.	.	.
Providing fittings	Midsomer Norton	N.	.	.	.	.	.	.	.
Repairs, fittings, and furniture .	Dore, near Sheffield.	N.	.	.	.	.	.	.	.
The erection of a school and master's house.	Sedgeberrow . . .	N.	.	.	.	.	.	.	.
For additional grant	Riddings	N. S.	.	.	.	.	.	.	.
Ditto.	Portsmouth, infant school.	N.	.	.	.	.	.	.	.
Providing fittings.	Shuttleworth. . .	N.	.	.	.	.	.	.	.
The erection of a school-house and master's residence.	Audenshaw, Manchester.	N.	5	.	.	.	.	.	.
The erection of a master's house .	Bidford, Warwickshire.	N.	.	.	.	.	.	.	.
Enlarging infant school according to Mr. Westmacott's plan.	Oldham	N.	.	.	.	.	.	.	.
For additional grant	Stretford . . .	N.	.	.	.	.			.
The erection of a school, with master's house.	Guiseley, near Leeds.	N.	4	.	.		.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
50 sq. yards.	50 by 15 feet.	493	. .	.	. .	.	90
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	
. .	. .	.	. .	.	. .	.	.
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. .	. .	.	. .	.	. .	.	.
. .	600 sq. yards.	4,624	One with an endowment varying from £40 to £60.	.	One endowed . . The schools not connected with the Church.	40 180	400
. .	. .	.	. .	.	.	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
80 by 25 feet.	Provision will be made.	2,300	1 boys' school, 30*l.* a-year.	90	1 girls' school, and a poor school, kept by a man and his wife.	.	123

(*Continued on pages* 422, 423.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levellings, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Stoke Mandeville	7	190	. Law expenses, 6*l*.	.	4 14	.	.	208	50
Burnton	.	.	.	.	.	.	.	.	.
Sancreed	.	.	.	.	.	.	.	.	.
Whiteshill . .	Boundary wall found to be in very bad condition.						.	.	.
Macclesfield, Old Church.	Expense of proposed alteration, 104*l*.					.	.	104	20
Bilston, St. Mary	For inclosing by wall and iron palisade the school-rooms, buildings, and residences, 25*l*.							.	.
Dunham	.	.	80	.	.	.	.	.	.
Llangelynin, Arthog.	An addition of 10*l*. requested.					.	.	.	.
Woolton, Little .	A small addition on account of teacher's residence.						.	.	.
Brabourne . . .	.	.	.	.	.	.	.	.	.
Farnworth, near Warrington.	Promoters request 10*l*. additional for school-house.						.	.	.
Midsomer Norton	.	.	.	.	.	.	.	.	.
Dore, near Sheffield.	Repairs, fittings, and furniture, 30*l*.					.	.	.	.
Sedgeberrow . .	.	.	.	.	.	.	.	.	.
Riddings	.	.	.	.	.	.	.	.	.
Portsmouth, infant school.	.	.	.	.	.	.	.	.	.
Shuttleworth . .	.	.	.	.	.	.	.	.	.
Audenshaw, Manchester.	125	780 School-house & master's house.	65	.	. Conveyance, 15*l*.	.	.	985	134
Bidford, Warwickshire.	.	.	.	.	.	.	130	130	6 11
Oldham	Estimated cost, 637*l*.			.	.	.	.	.	100
Stretford	.	.	.	.	.	.	.	.	.
Guiseley, near Leeds.	20	220	.	.	20 and expenses.	.	110	350	65

Amount Contributed by any Society, or Societies, naming them.	Amount derived from Sale of old Schoolhouse, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
24 Buck's Archidiaconal Board.	.	.	132	15	subscribed by parishioners and Christ's Hospital.				15	45
. .	.	.	120	.	.	.	.	.	.	51
. .	.	.	284 15	.	.	.	.	.	.	51
. .	.	.	.	.	.	.	.	.	.	5
50 N. S.	.	.	34	.	.	.	.	.	.	34
. .	.	.	.	.	.	.	.	.	.	25
. .	.	.	.	.	.	.	.	.	.	40
. .	.	.	.	.	.	.	.	.	.	10
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. .	.	.	.	.	.	.	.	.	.	20
. .	.	.	.	.	.	.	.	.	.	40
150 N. S. Further grant.	.	.	500	.	.	.	.	.	.	70
. .	.	.	160	.	.	.	.	.	.	30
. .	.	.	.	.	.	.	.	.	.	25
200 N. S.	.	125 cost of site.	526	12	.	.	60	.	.	400
40 N. S. 20 Diocesan Society.	.	.	63 9	.	.	.	.	.	.	50
. .	.	.	.	.	.	.	.	.	.	272
. .	.	.	.	.	.	.	.	.	.	100
70 N. S.	.	.	320	.	.	.	Might be 30*l.* after 1st or 2nd year.	.	.	100

Object of Application.		Description of School.	Number of Trustees under several Heads.					
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.
The erection of a school, with master's house.	Munden, Great .	N.	1	.	.	.	1	.
Rebuilding school-house	Kirk Langley . .	N.	3	.	.	.	.	.
The erection of a school-house .	Alloa	S.	6 manufacturers and tradesme					
The erection of a school, with mistress's house.	Thornton Steward	N.	.	Not yet determined.				
Ditto	Shipton Moyne .	Endowed School.	.	Trust vested in 5 persons.				
The erection of a school, with master's house.	Cowgill, in Dent .	N.	6	.	.	.	.	.
The erection of a school-house .	Blockrod, Bolton-le-Moors.	N.	.	Seven (not described).				
Ditto	North Huish . .	N.	.	.	.	.	.	.
The erection of a school-house, with master's residence.	Barnley Moor . .	N.	2	1	.	.	.	.
Ditto	Kingston and Thruxton.	N.	3	.	.	.	.	.
The erection of a master's house .	Habergham Eaves	N.	12, to whom the land was ori ginally conveyed.					
The erection of a school-house, with master's residence.	Cackfield and Balcombe.	N.	.	.	.	.	.	.
The erection of a school-house .	Yeovil	N.	.	24 (not described).				
Ditto.	Heather	N.	1	and Churchwardens.				

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
¼ of an acre.	. .	460	. .	.	1 dame school.	.	75
971 superficial feet.	. .	1,000	1 endowment of 5*l.* per annum.	12	. .	.	40
¼ a Scotch acre	Residue of site.	7,000	2 charity schools, supported by voluntary contributions.	140	. .	.	401
60 by 50 feet.	A space three times extent of site.	300	1 of 10*l.* a year.	.	1 dame school.	60	54
18 perches.	. .	353	. .	.	. .	.	65
. .	. .	500	. .	.	2 dame schools. 1 daily ditto.	.	90
74 feet.	Two, 10 by 10 yards each.	3,000	1 grammar school	.	The grammar school; 6 dame schools.	.	450
50 feet square	Residue of site.	483	. .	.	4 dame schools; 1 school for farmers' children.	59	84
1 rood.	. .	500	. .	.	2 dame schools. 1 Sunday ditto. 1 daily ditto.	65	108
19 perches.	Boys, 124 yds.; Girls, 110 yds.	600	. .	.	1 Sunday school at Kingston.	80 to 90	135
. .	. .	.	. .	.	. .	.	.
. .	. .	3,200	1 of 10*l.*	.	Several dame schools.	.	272
100 by 40 feet	Residue of site.	7,500	A small endowment.	24	1 infant school.	60	337
1772 sq. yards.	Residue of site.	480	. .	.	. .	.	80

(*Continued on pages* 426, 427.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levellings, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Munden, Great	.	181	31	15 furniture	5 10	.	80	327	205
		for master's house. Law expenses, 8*l.*; Architect, 6*l.* 6*s.*							
Kirk Langley	.	120	.	.	3	.	.	123	90
Alloa	.	707	.	.	.	.	.	1,107	363
						£. s. d.			
		Architect				27 16 0			
		Boundary-wall				114 16 0			
		Water-closets				15 10 0			
		Levelling				10 0 0			
		Extra Masons' work				23 18 9			
		Foundation plate				2 12 6			
		Inspector of works				5 0 0			
		Annual feu duty of 10*l.*				200 0 0			
Thornton Steward	.	60	.	.	.	.	110	.	50
Shipton Moyne	.	316 and house.	.	.	.	.	.	319	231
					Law expenses, 3*l.*				
Cowgill, in Dent	.	210	.	.	22 and privies.	.	99	356	111
	Law expenses, &c., 25*l.*								
Blockrod, Bolton-le-Moors.	.	700 and fence.	50	.	.	.	.	760	295
					Law expenses, 10*l.*				
North Huish	4	50	15	.	17 and privies.	.	.	97	40 including site
	Law expenses, 11*l.*								
Barnley Moor	30	135	.	.	6	10 offices.	50	248	157
	Law expenses, 10*l.*; leading, 12*l.*								
Kingston and Thruxton.	.			Estimated cost, 288*l.*		.	.	.	165
Habergham Eaves	.	.	.	.	.	.	200	.	30
Cuckfield and Balcombe.	Estimated cost, 415*l.* The arrangement of desks, &c., recommended by Committee of Council, if adopted, will cost 48*l.* 10*s.*							463	150
Yeovil	The whole, 820*l.* Law expenses, 10*l.*			.	.	30 fences.	.	.	510
Heather	8 10	156	9 10	.	20	.	.	200	184
					Law expenses, 5*l.*				

Amount Contributed by any Society or Societies, naming them.	Amount derived from sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
30 N. S.	.	18 carting of materials.	103 15	.	.	.	10	.	.	60
20 Diocesan Board.										
20 N. S.	.	.	42 10	Expected to be sufficient for support of master and mistress.						40
200 Feu duty of 10*l.*	.	.	539	40	10	20	20	.	90	300
N. S.	.	.	120	Not specified.			.	.	.	54
. .	.	.	88	14	.	5	6	6 Bequest of Mr. Nowell.	31	60
65 N. S.	.	.	180	3	1 10	.	12	.	16 10	70
. .	.	.	495	10	10	5	50	.	75	450
. .	.	.	57	10*l.* has been guaranteed towards schoolmistress's salary.			12 a-year.	.	.	42
25 N. S.	.	.	96	.	.	.	3*d.* a-week.	.	.	70
. .	.	.	123	18 to 20 per annum.	.	.	.	.	.	90
. .	.	.	170	.	.	.	.	.	.	50
50 Chichester Diocesan Association.	.	.	260	25	10	28 8	12	.	7	160
. .	.	.	350	60 or 70	.	.	80	.	.	250
15 Peanery Board.	.	.	15	.	.	.	15	.	.	40

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school and master's house.	Bideford . .	N.	1	.	.	.	.	.	.
The erection of a school-house .	Little Staughton .	N.	.	5 or 6 (not described.)					
Ditto	Alton, Pancras .	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Llamhyddlad . .	N.	4	.	.	.	.	.	.
The erection of a school-house .	Scaleby	N.	2	.	.	.	.	.	.
The erection of a school, with master's house.	Penicuik	N.	1	1	and Elders of the parish.				
Ditto	Broadhinton . .	Endowed school.	.	.	.	.	.	.	.
The erection of a school-house .	Bollington Cross .	N.	2	.	.	.	.	.	.
The erection of schools, with master's house.	Bishop's Cleeve .	N.	.	.	.	.	.	.	.
The erection of a school and master's house.	Littlehampton .	N.	1	and Churchwardens.					
Ditto	Swingfield . . .	N.	1	and Churchwardens.					
Ditto	Otley	N.	4	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
0 by 80 feet.	2500 sup. feet.	6,000	. .	.	National schools .	240 boys. 240 girls.	175
					B. and F. school .	144 boys. 144 girls.	
					Wesleyan infant do.	120	
1 rood.	. .	520	. .	.	1 in cottage, 1 dame school, 1 Sunday ditto, 1 ditto (dissenting)	.	96
1-20th of an acre.	Residue of site.	7,252	. .	.	. .	.	100
1 acre.	Residue of site.	1,850	. .	.	. .	.	266
6½ roods.	Residue of site.	600	Fifty shillings.	.	1 Sunday school.	.	75
25 poles.	Residue of site.	2,000	An annual salary of 34*l.* 4*s.* 4½*d.* for schoolmaster.	.	5 small schools.	150	186
. .	Waste adjoining the school	670	1 of 20*l.* upon a farm at Quidhampton.	.	. .	.	125
82 by 83 feet.	Very little.	2,900	. .	.	1 dame school, ¼ of a mile from site.	.	241
38 poles.	Boys, 1,336 ft. Girls, 1,132 ft.	1,800	. .	.	3 infant schools, kept by females at their own residences.	.	196
00 feet square.	Residue of site.	2,373	2 of 17*l.* 16*s.* 2*d.* in the hands of trustees.	.	1 infant school.	65	138
1 acre.	¼ an acre.	1,000	. .	.	Small Sunday schools; 2 or 3 dame schools.	.	150
2123 sq. yards	1,040 square yards.	3,445	1 for grammar only, 26*l.* 6*s.* 8*d.*	.	Otley Infant School 80 Church Sunday do. 300 Wesleyan do. do. 200 Ditto day do. 200 Independent Sunday school . . . 100 Kilhamite's do. . 50 Ranter's do. . 50 Plymouth Brethren do. . 20 A school supported by chief millowner under Factory Act . . 150		269

(*Continued on pages* 430, 431.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Bideford . . .	.	282	.	.	40 walls and railing.	.	.	617	229
	Law expenses, 10*l.* Surveyor and clerk of works, 30*l.*								
Little Staughton .	.	210	.	.	19 walls.	.	.	219	157
Alton, Pancras .	.	150	.	.	.	.	.	150	30
Llanhyddlad . .	Building and fences, 367*l.* Law expenses, 10*l.*			.	20 fittings.	.	.	397	100
Scaleby	.	138 and fittings.	.	.	28 wall.	.	.	176	53
	Law expenses, 5*l.*; architect, 5*l.*								
Penicuik	78 and fences.	School-house and residence.			390	.	.	468	257
Broadhinton . .	.	220	.	.	.	.	.	250	113
	Architect, 30*l.*								
Bollington Cross .	.	476 school-house.	.	45	65 and drains.	.	.	616	234
	Law expenses, 30*l.*								
Bishop's Cleeve .	.	340	20	.	42 and walls.	.	133	535	215
Littlehampton .	25	175	32	.	42 walls.	22 architect additional.	150	461	105
	Law expenses, 5*l.*; plans, 10*l.*								
Swingfield . . .	Estimated cost, 600*l.*			.	.	.	.	.	600
Otley	150	505	.	.	70	24 out-offices.	107	916	210
	Law expenses, 20*l.*; architect, 40*l.*								

Amount Contributed by any Society, or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	300	25	10	.	15	.	50	100
30 N. S. 20 Bedford Board.	.	.	72	10	5	.	9	.	24	50
. .	.	.	120	.	.	.	.	.	.	50
. .	.	.	300	45	.	.	18	.	63	125
. .	.	20 carting and materials.	73	3	.	2 10	20	.	25 10	40
. .	.	.	211	.	.	34	39	.	73	150
25 N. S. (included).	.	.	140	7	.	20	.	.	27	80
. .	.	.	377	.	Not stated.		.	.	.	241
. .	.	.	320	30	.	.	45	.	75	135
50 N. S. 50 Chichester Board.	.	.	230	35	.	.	28	13 sermon.	76	105
. .	.	.	200	58	.	.	.	.	.	110
. .	.	.	706	20	15	.	80	.	115	268

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house .	Nafferton	N.	3	.	.	.	.	.	.
Ditto	Evenlode	N.	.	.	.	.	.	.	.
Ditto	Langton Matravers	N.	1	Churchwardens and Overseers					
Rebuilding school-house	Norham	N.	.	.	.	.	.	.	.
The erection of a school-house .	Langtoft	N.	3	.	.	.	.	.	.
The erection of a school, with master's house.	Trowbridge . . .	N.	The Rector and Churchwardens.						
Ditto.	Burnley St. Peter's.	N.	2	.	.	.	.	.	.
Ditto.	Slinford	N.	Rector and Churchwardens.						
The erection of a school-house . .	Halstead	B.	.	.	.	.	.	.	.
The erection of a master's house	Scammonden . .	N.	The Incumbent, Chapelwarden, and Acting Overseer.						
The erection of mistress's (2) residence.	Ham	N.	Minister and Churchwardens.						
The erection of a school-house, with residence.	Cambridge Union Road.	N.	4	.	.	.	.	.	.
Ditto.	Slaithwaite . . .	Endowed School.	.	.	6 (not described).				

Extent of		Population of District from which Children will assemble.	Endowments in Districts.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
62 by 51 feet.	Residue of site.	1,400	1 of 5*l.* for a day school.	.	1 endowed (5*l.*) 1 day school. 1 Wesleyan Sunday.	2 30 100	183
160 yards.	. .	325	. .	.	. .	.	56
62 by 30 feet.	None required	762	. .	.	1, to be merged into proposed school. 4 or 5 dame schools.	50 or 60	133
170 by 53 feet.	1,210 square yards.	1,000	20 acres of land, let at 38*l.*, with house and garden.	.	A hired room for girls, supported by vicar.	92	242
Nearly 1 rood.	. .	700	. .	.	1 small Sunday school.	.	106
168 by 68 feet	Residue of site.	12,000	1 of 30*l.* per annum.	30	1 British. . . . . Several Sunday, of various denominations. 1 Boys' daily . . 1 Girls' daily . .	500 80 100	726
30 by 26 yds.	24 by 9½ yds.	2,000	. .	.	. .	.	299
80 by 30 yds.	40 by 22 yds.	800	. .	.	. .	.	96
20 rods.	80 rods on hire.	6,000	A grammar school for 40 children; 20*l.* per annum.	13	One National . . . One British. One infant.	80 boys 80 girls	550
144 sq. yards.	. .	972	. .	.	. .	.	82
. .	. .	1,800	. .	.	. .	.	260
. .	Residue of site.	2,500	. .	.	A small Roman Catholic school.	.	155
274 sq. yards.	160 sq. yards.	10,628	Slaithwaite N. S., 7*l.* 10*s.* a-year. Old Free School, 42*l.* 1*s.* a-year.	.	One National school. Several Sunday schools in cottages.	308	132

(*Continued on pages* 434, 435.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levellings, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Nafferton . . .	20 given.	205	.	.	10	25 extra thickness of walls.	.	270	105 including site.
			Law expenses, 10*l.*						
Evenlode	.	95	.	.	25	.	15 hauling stones.	142	67
			Law expenses, 7*l.*						
Langton Matravers	10	251	.	20	.	.	.	286	150
			Law expenses, 5*l.*						
Norham	.	240	40	.	.	.	.	316	55
			Stoves, 16*l.*; architect, 20*l.*						
Langtoft	25	120	.	.	10	.	.	170	80
			Law expenses, &c., 15*l.*						
Trowbridge . . .	700	1,450	150	.	.	.	320	2,700	610
			Architect, 50*l.*; law expenses, 30*l.*						
Burnley St. Peter's	227	400	.	.	65	.	220	922	350
				Expenses, 10*l.*					
Slinford	School and master's house, 300*l.* Law expenses, 10*l.*				50 and out-build-	.	15 fittings.	375	282
Halstaed	30	546	10	.	30	.	.	726	460
			Sundries, 10*l.*; law expenses, 10*l.*						
Scammonden . .	Estimated cost, 130*l.*			.	.	.	.	.	10
Ham	.	.	.	.	20	.	350	370	200
Cambridge Union Road.	Site and building, 210*l.* Sundries, 68*l.*			380 school-house.	27 walls.	.	51 mistress' apartments.	728 less old materials, 15*l.*	100
Slaithwaite . . .	35 ground.	384 and master's house.	116 out-buildings, &c.	.	17	.	103 fittings, furniture, &c.	655	150

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	155	25	.	.	25	.	50	92
. .	.	.	75	.	Not stated.		.	.	.	28
. .	.	.	140	4	.	.	2*d.* a-week.	.	.	70
50 N. S. 20 Durham Diocesan.	.	.	181	.	.	38 for master.	20	12 for mistress.	70	121
25 N. S.	.	.	65	15	.	.	20	.	.	53
500 N. S.	.	.	1,790	About 100*l.*, including endowment, annual subscriptions, and Congregational Dissenters.					100	726
150 N. S.	.	.	422	Not particularized.			.	.	.	299
30 Chichester Diocesan Board (included).	.	.	93	30	.	.	17	.	47	80
. .	.	.	266	90	.	.	75	.	165	266
50 N. S.	10 site.	.	70	.	.	.	20	.	.	35
30 N. S.	.	.	120	105	.	.	32	3 dividend on 101*l.* 8*s.*	150	100
250 N. S. 150 Cambridge Board.	.	.	446	.	.	.	22 10	.	.	100
. .	328 accumulated rents & profits.	.	478	.	.	42	102	.	144	132

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house, with residence.	Whitechapel, St. Mary.	N.	Rector, Churchwardens, and Overseers.						
The erection of a school-house. .	Darlington . . .	N.	Minister and Chapelwardens.						
Purchasing building, to be converted into a school-house.	Middleton	N.	.	.	.	.	.	.	.
The erection of a school-house. .	Beesby	N.	2	.	.	.	.	.	.
The erection of schools, with master's house.	Blidworth. . . .	N.	Vicar and Churchwardens, and some of the largest landed proprietors.						
The erection of a school, with master's house.	Helsby	N.	3	2 Churchwardens of Frodsham.					
The erection of a school-house, with residence.	Llandovery . . .	N.	Vicar, Mayor, and Churchwardens.						
Ditto.	Meltham	Endowed School.	.	.	.	.	.	.	.
Ditto.	Kirkheaton . . .	N. Endowed School.	2	.	.	.	.	.	.
The erection of a school-house. .	Hindolveston . .	N.	2	2	.	.	.	.	.
The erection of a school, with master's house.	Smallwood. . . .	N.	1	.	.	.	.	.	.
Ditto.	Northampton . .	B.	21 Gentlemen and Tradesmen of the Town.						

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children taught.	
75 by 35 feet.	12 by 73 feet.	6,000	. .	.	. .	.	302
57 by 42 feet.	Residue of site.	11,050	One of 18*l.* per annum, for poor children connected with parish church.	.	Parish Church N. S. B. and F. school . Methodist school Two infant . . . (not connected with Church).	468 190 boys 190 girls 340	305
16 by 14 yds.	Residue of site.	2,500	. .	.	A preparatory school at grammar school. A school attached to chapel of Lady Huntingdon's connexion.	140	135
150 sq. yards.	. .	160	. . .	.	A sort of dame school, at 3*d.* a-week.	A few children	5
¼ an acre.	Residue of site.	1,184	. .	.	A room under the Wesleyan Chapel.	.	352
¼ of an acre.	. .	950	. .	.	One small day. One small Sunday.	.	133
108 by 66 feet.	. .	4,000	. .	.	Girls' National school. One infant school.	200	379
22 by 9½ yds.	A small plot of ground.	3,262	. . .	.	One Baptists' . . A few dame schools	35	180
1500 sq. yds.	¼ of an acre.	10,000	21*l.* 15*s.* for . .	10	At present used as Sunday school.	100	337
60 rods.	Residue of site.	838	. . .	.	. .	.	150
800 sup. yds.	530 sup. yds.	626	. . .	.	. .	.	114
. .	Upwards of ¼ an acre.	22,000	Endowed schools in the town provide education for about.	100	Sunday schools. . Day schools . . . (Nat. Central). Infant. . . . . . Parochial . . . . Old Lancasterian.	3166 314 348 309 220	850

(*Continued on pages* 438, 439.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Whitechapel, St. Mary.	400	985	100	.	20 wall.	.	310	1,900	1,400
	Extras, 65*l.*; law expenses, 20*l.*								
Darlington . . .	200	470 and offices.	.	50 and furniture.	.	.	.	750	380
	Law expenses, 30*l.*								
Middleton . . .	Estimated cost, 221*l.*				.	.	.	.	40
Beesby	Estimated cost, 65*l.*				.	.	.	.	35
Blidworth . . .	75	600	50	.	100	.	100	1,000	249
	Extras, 15*l.*; law expenses, 30*l.*								
Helsby	.	200	.	.	32	.	20	442	250
	Law expenses, 10*l.*								
Llandovery . . .	Estimated cost, 600*l.*			.	.	.	.	.	260
Meltham	Estimated cost, 303*l.* 15*s.*			.	.	.	.	.	170
Kirkheaton . . .	.	561	30	.	120 and privies.	.	211	962	277
	Architect, 30*l.*; law expenses, 10*l.*								
Hindolveston . .	Given.	268	.	.	.	.	.	268	105
Smallwood . . .	.	325 and fittings.	.	.	25 wall.	.	157	517	227
	Law expenses, 5*l.*; sundries, 5*l.*								
Northampton . .	.	950	.	.	50	.	300	1,400	600
	Law expenses, 50*l.*								

Amount Contributed by any Society, or Societies, naming them.	Amount derived from Sale of old Schoolhouse, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	500	20	20	.	45	25 houses of master and mistress.	.	302
80 N. S. (included). 30 Durham Diocesan (included).	.	.	370	35	10 church collection	.	80	.	125	370
. .	.	.	181	It is hoped school will support itself.					.	135
20 N. S.	.	.	15	.	Not stated.		.	.	.	*15
40 Nottingham Archidiaconal Society.	.	.	450	25	20	.	25	5 collection at school festival.	.	265
20 N. S.	.	.	172	30	.	.	20	.	50	80
. .	.	.	340	60	.	.	20	.	80	220
35 N. S.	.	.	110 10	Expected to support itself.				.	.	90
. .	.	.	.	.	.	21 15	45	.	66 15	337
. .	.	.	163	20	.	.	10	.	30	75
90 N. S.	.	.	200	.	.	.	2*d.* 3*d.* and 4*d.* a-week, and 7*s.* 6*d.* and 10*s.* a quarter.	.	.	100
. .	350 sale of schoolhouse.	.	550	100	.	.	60	.	160	550

* Walls only 9 inches.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school, with master's house.	Isle of Man, St. John's.	Parochial School.	The Vicar and 6 Wardens for Kirk German.						
The erection of a school-house.	Coombe Bissett	N.	3	and 2 Churchwardens.					
The erection of a master's house.	Unsworth	N.	9, as the school deed.						
The erection of a school-house.	Llanrwst	B.						9	
Ditto.	Bicker.	N.	Vicar and Churchwardens.						
The erection of a school, with master's house.	Thorpe, Chertsey.	N.	2	1			1		
Ditto.	Uneswalton.	N.	2	3					
The erection of a school and two residences.	Painswick.	N.	The Vicar, Churchwardens, and Overseers.						
The erection of a school-house.	Great Chart	N.	The Rector, Owner of Godinton Park, and Rector's Churchwardens.						
The erection of a school and residence.	Wymeswold	N.	4						
Ditto.	Kingsland.	N.	Rector and Churchwardens.						
Ditto.	Goole.	N.	2		1				
The erection of a school-house.	Flamborough	N.	2						

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
60 by 30 feet.	Common adjoining.	1,500	Salary attached to St. John's school.	.	Cronk-y-Vraney .	90	137
1652 sq. yds.	Not required.	450	. .	.	. .	.	80
. .	. .	5,000	10*l.* per annum, from farm at Tailswoth.	.	Two dame schools.	.	.
1 rood 26 perches.	Residue of site.	Parish, 4,000 Town, 2,000	. .	.	. .	.	357
. .	Residue of site.	850	21*l.* to master. 6*l.* to mistress.	.	. .	.	144
40 rods.	150 yards.	530	. .	.	One dame school .	.	84
A triangle of 73 feet in front, and 58 by 63½ ft.	Residue of site.	477	. .	.	. .	.	89
¼ an acre.	2000 by 1500 square feet.	3,000	48*l.* 15*s.* per annum	26	Endowed school . . One E. and F. . . and two others in temporary accommodation.	26 107	393
. .	60 perches.	714	. .	.	A school held in a room. A National school at Bethersden.	.	124
. .	. .	2,500	At Wymeswold an endowment for 10 boys.	.	One infant school, Sunday schools. And one day school at Willoughby.	.	108
630 sq. yards.	500 sq. yards.	1,081	One of 20*l.*	.	One free school for supported by endowment. Two small dame schools. One Sunday school.	15	100
145 by 64 feet.	3; each 33 by 64 feet.	3,629	. .	.	Two temporary Church schools.	200	
737 yards.	Residue of site.	1,200	. .	.	Principal school held in vestry. Four dame schools taught in cottages.	.	198

(*Continued on pages* 442, 443.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Isle of Man, St. John's.	Estimated cost, 196*l.*			.	.	.	.	.	100
Coombe Bissett .	.	302	.	20 furniture for schoolmistress.	.	.	.	328	.
	Law expenses, 6*l.*								
Unsworth	.	.	.	.	25	.	180	233	80
	Law expenses, 8*l.*; extras, 20*l.*								
Llanrwst	31 10	273	.	.	20	.	.	324	145
Bicker	.	200	20	.	5	.	.	230	140
	Law expenses, 5*l.*								
Thorpe, Chertsey.	.	290	.	.	20	.	90	400	225
	Law expenses, 10*l.*								
Ulneswalton . .	Estimated cost, 225*l.*			.	.	.	.	.	192
Painswick	90	861	41	16 various.	63	.	446 two houses.	1,554	575
	Law expenses, 15*l.*								
Great Chart . . .	Estimated cost, 351*l.* 8*s.*			.	.	.	.	.	80
Wyoneswold . .	Estimated cost, 474*l.* 7*s.* 6*d.*				.	.	.	.	165
Kingsland . . .	Total cost, 300*l.*		.	.	.	.	.	.	120
Goole	.	765	.	.	.	.	153	918	330
Flamborough . .	30	190	.	.	.	.	.	225	70
	Law expenses, 5*l.*								

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	96	.	.	9	40	.	49	70
25 N. S.	150 value of building materials.	.	303	.	10	.		.	32	40
. .	.	.	125 to 150	.	25	.	.	.	.	60
. .	.	.	190	50	.	.	.	1*d.* a-week each child.	.	180
. .	.	.	90	10	.	.	30	21 Bicker charities.	61	72
40 N. S. (included).	.	.	175	25		.	0	.	40	62
. .	.	.	35	Not stated.		.	.	.	.	35
.	90 value of site.	31 materials, cartage.	857	88	.	.	59	20 sermon, averaging.	167	393
50 Canterbury Diocesan.	.	120 materials, cartage, and site.	104	38	.	.	20	.	58	72
. .	.	.	309	10	.	.	20	20	5	108
20 N. S.	.	.	160	25	.	3 10	10	.	38 10	75
. .	.	.	588	50	10	.	36	.	96	288
.	30 site.	.	12	15	30*s.*	.	48	.	.	100

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house	Cranham	N.	Rector and Churchwardens.						
Ditto	Ison Green	N.	2	1	.	.	.	.	.
The erection of a school, with master's house detached.	Llanrwst, Denbigh.	N.	3	.	.	.	.	.	.
The erection of a school, with master's house.	Areley, King's	N.	2	2	and Churchwardens.				
Ditto	Saxilby	N.	3	.	.	.	.	.	.
The erection of a school-house	Bettws	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Macclesfield, St. Paul's.	N.	12; or the Minister and Churchwardens.						
Repairing, building, and providing fittings for school.	Scalford	N.	2	1	.	.	.	.	.
The erection of a school, with master's house.	Brown Edge	N.	1	2	.	.	1	.	.
Ditto	Felmersham	N.	1	1 and 2 Churchwardens.	.	.	1	.	.
The erection of a master's house	Downside	N.	3 Trustees.		.	.	.	.	.
The erection of a school-house	Lower Mitton	N.	3	5	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
288 sq. yards.	. .	428	. .	.	None but that attached to church.	. .	65
72 by 66 feet.	24 by 8 yards.	2,700	. .	.	. .	. .	198
¼ an acre.	½ of an acre.	2,800	A part of the fund of Jesus Hospital charity school for support of free grammar school. A small school at Garthyannon, endowed with 6*l.* a-year for educating 10 poor children gratis.	.	One grammar school. One Sunday school One endowed school.	10	294
. .	A small playground abutting on the common.	400	. .	.	. .	.	57
1 rood 20 perches.	70 sq. yards.	1,600	. .	.	. .	.	172
38 perches.	. .	1,500	. .	.	. .	.	166
826 sup. yds.	500 yards.	5,000	. .	.	. .	.	556
. .	. .	700.	One of 14*l.* a-year for educating.	25	One in very dilapidated state.	30	75
33 by 23 yds.	600 sq. yards.	560	. .	.	Wesleyan Sunday school.	.	132
4,500 sup. feet.	Residue of site.	540	. .	.	Sunday school held in church.	.	138
. .	. .	750	. .	.	Roman Catholic school at Strutton.	.	120
3804 sq. yards.	169 yards.	3,013	.	.	. .	.	384

(*Continued on pages* 446, 447.)

At	Total Estimated Expense of School Building.								Amount subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Cranham	.	133	8	.	5 5	5	2	158	70
	Law expenses, 5*l*.					hauling.	painting		
Ison Green . . .	.	410 and offices.	30	.	60	.	.	500	50
Llanrwst, Denbigh.	100	707	57	.	60	.	336	1,328	741
	Law expenses, 10*l*.; architect, 58*l*.				walls.				
Areley, King's .	.	100 and land.	.	.	.	.	.	126	40
			Repairs, 26*l*.						
Saxilby	.	222	.	.	23 offices and walls.	.	112	357	167
Bettws	.	152 &c.	.	.	10	.	.	162	78
Macclesfield, St. Paul's.	250	1,145	.	.	83	.	224	1,720	150
	Law expenses, 22*l*.								
Scalford	Estimated cost, 40*l*.			.	.	.	.	.	
Brown Edge . . .	.	170	35	.	35	.	160	435	150
	Law expenses, 15*l*.; architect, 20*l*								
Felmersham . . .	20	233	.	.	28 wall.	.	150	431	125
Downside . . .	Estimated cost, 33*l*.			.	.	.	.	.	.
Lower Hitton . .	.	435	.	.	35	.	.	47	165

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
25 N. S.	.	.	64	14	.	.	5	.	19	35
100 N. S.	.	.	350	3	10	.	26	.	39	100
120 N. S.	100 site.	.	355	Not stated.		.	.	.	.	250
. .	.	.	86	.	.	.	7	.	.	45
10 Lincoln Diocesan Board (included). 10 Newark Diocesan Board (included).	.	.	190	12	5	.	45	.	62	120
. .	.	.	80	Not stated.		.	.	.	.	55
300 N. S.	250 site.	.	Not stated.	25	20	.	.	.	45	556
. .	.	.	40	18	.	10	10 to 14	.	.	20
. .	.	.	300	40	5	.	30	.	75	110
40 Bedfordshire Board of Education.	.	.	30	25	5	.	10	.	40	110
. .	.	.	33	25	.		28	10 Protestant Association at Bath.	.	10
.	.	.	324	45 Sunday schools,	.	.	.	.	.	24

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school and house.	Nechells	N.	The Incumbent and Churchwardens of St. Matthew, and 2 others.						
The erection of a school-house .	Lakenham, St. Mark's.	N.	4	2	.	.	.	.	.
Ditto	Kelsall, St. Philip's.	N.	Vicar of Tarvin and 2 Churchwardens.						
The erection of a school, with master's house.	Whitney	N.	2	1	.	.	.	.	.
Ditto	Arnold	N.	1	3	.	.	.	.	.
The erection of a master's house.	Dawley	N.	.	.	.	.	.	.	.
The erection of a school-house. .	Chirton	N.	The Vicar and Churchwardens.						
Ditto	Middleton	N.	2	.	.	.	1	.	.
Ditto	Chatteris	N.	.	.	.	.	.	.	.
Ditto	Melton	N.	1	3	and 4 principal Subscribers.				.
Ditto	Hyde, St. Bartholomew.	N.	2	.	.	.	.	.	.
The erection of a school-house, with mistress's residence.	Brent, Pelham . .	N.	Vicar, Churchwardens, and Overseers.						
The erection of a school, with residence.	Batley Carr . . .	N.	2	4	.	.	.	.	
The erection of a school-house . .	Saffron Walden .	N.	1	1	and Churchwardens.				
Ditto	Mastock	N.	2	1	.	.		.	.
Ditto	Rugby, St. Matthew.	N.	.	3	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	200 sq. yards.	1,200	. .	.	. .	.	130
. .	None.	2,750	. .	.	. .	.	298
19 or 20 perches.	20 perches, minus 22 sq. yards.	750	. .	.	Two schools, charging 7*s.* 6*d.* a-quarter.	.	112
1 rood 13 perches.	. .	244	. .	.	One daily school. One Sunday.	19	58
93 by 70 feet in front, and 30 feet at back.	. .	4,509	One of 30*l.* a-year.	30	One Sunday . . . One endowed . .	200 30	172
. .	. .	6,000	. .	.	One Sunday. One week-day.	.	242
10 perches.	. .	427	. .	.	. .	.	75
400 yards.	120 by 27 feet.	1,032	. .	.	A few dame schools, a weekly and a Sunday school.	.	113
41f. 6in. by 18f.	. .	5,000	. .	.	National school .	.	122
31 rods.	18 rods.	763	. .	.	. .	.	106
81 by 74 feet. 70 by 64 feet.	3,330 sq. yards.	628	. .		One dame school in a room about 10 feet square.	.	128
.	. .	310	. .	.	. .	.	51
30 by 25 yards.	. .	2,500	. .	.	A few dame schools in cottages.	.	406
98 by 56 feet.	626 superficial yards.	5,111	One for educating and clothing of.	12 boys 12 girls	One B. and F. school. One girls' school. School at Audley End. Do. do. (infants') One infant school	174 60 50 25 100	360
16 perches.	2,450 superficial feet.	3,000	. .	.	None but dame schools.	.	23
563 sq. yards.	Residue of site.	2,500	. . .	.	Two Sunday schools.	.	200

(*Continued on pages* 450, 451.)

Object of Application.			Number of Trustees under several Heads.							
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.	
The erection of a school, with master's house.	Isle of Man, St. John's.	Parochial School.	The Vicar and 6 Wardens for Kirk German.							
The erection of a school-house.	Coombe Bissett	N.	3	and 2 Churchwardens.						
The erection of a master's house.	Unsworth	N.	9, as the school deed.							
The erection of a school-house.	Llanrwst	B.						9		
Ditto.	Bicker.	N.	Vicar and Churchwardens.							
The erection of a school, with master's house.	Thorpe, Chertsey.	N.	2	1			1			
Ditto.	Uineswalton.	N.	2	3						
The erection of a school and two residences.	Painswick.	N.	The Vicar, Churchwardens, and Overseers.							
The erection of a school-house.	Great Chart	N.	The Rector, Owner of Godinton Park, and Rector's Churchwardens.							
The erection of a school and residence.	Wymeswold	N.	4							
Ditto.	Kingsland.	N.	Rector and Churchwardens.							
Ditto.	Goole.	N.	2		1					
The erection of a school-house.	Flamborough	N.	2							

Extent of		Population of District from which Children will assemble.	Endowments i District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
60 by 30 feet.	Common adjoining.	1,500	Salary attached to St. John's school.	.	Cremk-y-Vraney .	90	137
1652 sq. yds.	Not required.	450	. .	.	. .	.	80
. .	. .	5,600	10*l.* per annum, from farm at Tailswoth.	.	Two dame schools.	.	.
1 rood 26 perches.	Residue of site.	Parish, 4,000 Town, 2,000	. .	.	. .	.	357
. .	Residue of site.	850	21.. to master. 6*l.* to mistress.	.	. .	.	144
40 rods.	150 yards.	530	. .	.	One dame school .	.	84
A triangle of 73 feet in front, and 58 by 63½ ft.	Residue of site.	477	. .	.	. .	.	89
¼ an acre.	2000 by 1500 square feet.	3,000	48*l.* 15*s.* per an-	26	Endowed school . One B. and F. . . and two others in temporary accommodation.	26 107	393
. .	60 perches.	714	. .	.	A school held in a room. A National school at Bethersden.	.	124
. .	. .	2,500	At Wymeswold an endowment for 10 boys.	.	One infant school, Sunday schools. And one day school at Willoughby.	.	108
630 sq. yards.	500 sq. yards.	1,081	One of 20*l.*	.	One free school for supported by endowment. Two small dame schools. One Sunday school.	15	100
145 by 64 feet.	3; each 33 by 64 feet.	3,629	. .	.	Two temporary Church schools.	200	
737 yards.	Residue of site.	1,200	. .	.	Principal school held in vestry. Four dame schools taught in cottages.	.	198

(*Continued on pages* 442, 443.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Isle of Man, St. John's.	Estimated cost, 196*l.*			.	.	.	.	.	100
Coombe Bissett .	.	302	.	20 furniture for schoolmistress.	.	.	.	328	.
	Law expenses, 6*l.*								
Unsworth	.	.	.	.	25	.	180	233	80
	Law expenses, 8*l.*; extras, 20*l.*								
Llanrwst	31 10	273	.	.	20	.	.	324	145
Bicker	.	200	20	.	5	.	.	230	140
	Law expenses, 5*l.*								
Thorpe, Chertsey.	.	290	.	.	20	.	80	400	225
	Law expenses, 10*l.*								
Ulneswalton . .	Estimated cost, 225*l.*			.	.	.	.	.	192
Painswick	90	881	41	16 various.	63	.	446 two houses.	1,554	575
	Law expenses, 15*l.*								
Great Chart . . .	Estimated cost, 334*l.* 8*s.*			.	.	.	.	.	80
Wyoneswold . .	Estimated cost, 474*l.* 7*s.* 6*d.*				.	.	.	.	165
Kingsland . . .	Total cost, 300*l.*		.	.	.	.	.	.	120
Goole	.	765	.	.	.	.	153	918	330
Flamborough . .	30	190	.	.	.	.	.	225	70
	Law expenses, 5*l.*								

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	96	.	.	9	40	.	49	70
25 N. S.	150 value of building materials.	.	303	.	10	.		.	32	40
. .	.	.	125 to 150	.	25	.	.	.	.	60
. .	.	.	190	50	.	.	.	1*d.* a-week each child.	.	180
. .	.	.	90	10	.	.	30	21 Bicker charities.	61	72
40 N. S. (included).	.	.	175	25		.	0	.	40	62
. .	.	.	35	Not stated.		.	.	.	.	35
.	90 value of site.	31 materials, cartage.	857	88	.	.	59	20 sermon, averaging.	167	393
50 Canterbury Diocesan.	.	120 materials, cartage, and site.	104	38	.	.	20	.	58	72
. .	.	.	309	10	.	.	20	20	5	108
20 N. S.	.	.	160	25	.	3 10	10	.	38 10	75
. .	.	.	588	50	10	.	36	.	96	238
.	30 site.	.	12	15	30*s.*	.	48	.	.	160

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house	Cranham	N.	Rector and Churchwardens.						
Ditto.	Ison Green	N.	2	1	.	.	.	.	.
The erection of a school, with master's house detached.	Llanrwst, Denbigh.	N.	3	.	.	.	.	.	.
The erection of a school, with master's house.	Areley, King's	N.	2	2	and Churchwardens.				
Ditto.	Saxilby.	N.	3	.	.	.	.	.	.
The erection of a school-house	Bettws	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Macclesfield, St. Paul's.	N.	12; or the Minister and Churchwardens.						
Repairing, building, and providing fittings for school.	Scalford	N.	2	1	.	.	.	.	.
The erection of a school, with master's house.	Brown Edge	N.	1	2	.	.	1	.	.
Ditto.	Felmersham	N.	1	1 and 2 Churchwardens.	.	.	1	.	.
The erection of a master's house	Downside	N.	3 Trustees.				.	.	.
The erection of a school-house	Lower Mitton	N.	3	5	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
288 sq. yards.	. .	428	. .	.	None but that attached to church.	.	65
72 by 66 feet.	24 by 8 yards.	2,700	. .	.	. .	.	198
¼ an acre.	½ of an acre.	2,800	A part of the fund of Jesus Hospital charity school for support of free grammar school. A small school at Garthyannon, endowed with 6*l.* a-year for educating 10 poor children gratis.	.	One grammar school. One Sunday school. One endowed school.	10	296
. .	A small playground abutting on the common.	400	. .	.	. .	.	57
1 rood 20 perches.	70 sq. yards.	1,600	. .	.	. .	.	172
38 perches.	. .	1,500	. .	.	. .	.	166
826 sup. yds.	500 yards.	5,000	. .	.	. .	.	556
. .	. .	700.	One of 14*l.* a-year for educating.	25	One in very dilapidated state.	30	75
33 by 23 yds.	600 sq. yards.	560	. .	.	Wesleyan Sunday school.	.	132
4,500 sup. feet.	Residue of site.	540	. .	.	Sunday school held in church.	.	138
. .	. .	750	. .	.	Roman Catholic school at Strutton.	.	120
3804 sq. yards.	169 yards.	3,013	.	.	. .	.	384

(*Continued on pages* 446, 447.)

At	Total Estimated Expense of School Building.								Amount subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Cranham	.	133	8	.	5 5	5	2	158	70
	Law expenses, 5*l*.					hauling.	painting		
Ison Green . . .	.	410 and offices.	30	.	60	.	.	500	50
Llanrwst, Denbigh.	100	707	57	.	60 walls.	.	336	1,328	741
	Law expenses, 10*l*.; architect, 58*l*.								
Areley, King's .	.	100 and land.	.	.	.	.	.	126	40
			Repairs, 26*l*.						
Saxilby	.	222	.	.	23 offices and walls.	.	112	357	167
Bettws	.	152 &c.	.	.	10	.	.	162	78
Macclesfield, St. Paul's.	250	1,145	.	.	83	.	224	1,720	150
	Law expenses, 22*l*.								
Scalford	Estimated cost, 40*l*.			.	.	.	.	.	
Brown Edge . . .	.	170	35	.	35	.	160	435	150
	Law expenses, 15*l*.; architect 20*l*								
Felmersham . . .	20	233	.	.	28 wall.	.	150	431	125
Downside . . .	Estimated cost, 33*l*.			.	.	.	.	.	.
Lower Hitton . .	.	435	.	.	35	.	.	47	165

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
25 N. S.	.	.	64	14	.	.	5	.	19	35
100 N. S.	.	.	350	3	10	.	26	.	39	100
120 N. S.	100 site.	.	355	Not stated.		.	.	.	.	250
. .	.	.	86	.	.	.	7	.	.	45
10 Lincoln Diocesan Board (included). 10 Newark Diocesan Board (included).	.	.	190	12	5	.	45	.	62	120
. .	.	.	80	Not stated.		.	.	.	.	55
300 N. S.	250 site.	.	Not stated.	25	20	.	.	.	45	556
. .	.	.	40	18	.	10	10 to 14	.	.	20
. .	.	.	300	40	5	.	30	.	75	110
40 Bedfordshire Board of Education.	.	.	30	25	5	.	10	.	40	110
. .	.	.	33	25	.		28	10 Protestant Association at Bath.	.	10
.	.	.	324	45 Sunday schools.	.	.	.	.	.	24

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school and house.	Nechells	N.	The Incumbent and Churchwardens of St. Matthew, and 2 others.						
The erection of a school-house .	Lakenham, St. Mark's.	N.	4	2	.	.	.	.	.
Ditto	Kelsall, St. Philip's.	N.	Vicar of Tarvin and 2 Churchwardens.						
The erection of a school, with master's house.	Whitney	N.	2	1	.	.	.	.	.
Ditto	Arnold	N.	1	3	.	.	.	.	.
The erection of a master's house.	Dawley	N.	.	.	.	.	.	.	.
The erection of a school-house . .	Chirton	N.	The Vicar and Churchwardens.						
Ditto	Middleton	N.	2	.	.	.	1	.	.
Ditto	Chatteris	N.	.	.	.	.	.	.	.
Ditto	Melton	N.	1	3	and 4 principal Subscribers.				.
Ditto	Hyde, St. Bartholomew.	N.	2	.	.	.	.	.	.
The erection of a school-house, with mistress's residence.	Brent, Pelham . .	N.	Vicar, Churchwardens, and Overseers.						
The erection of a school, with residence.	Batley Carr . . .	N.	2	4	.	.	.	.	
The erection of a school-house . .	Saffron Walden .	N.	1	1	and Churchwardens.				
Ditto	Martock	N.	2	1	.	.		.	.
Ditto	Rugby, St. Matthew.	N.	.	3	.	.	.		.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	200 sq. yards.	1,200	. .	.	. .	.	130
. .	None.	2,750	. .	.	. .	.	293
19 or 20 perches.	20 perches, minus 22 sq. yards.	750	. .	.	Two schools, charging 7*s.* 6*d.* a-quarter.	.	112
1 rood 13 perches.	. .	244	. .	.	One daily school. One Sunday.	19	58
93 by 70 feet in front, and 30 feet at back.	. .	4,509	One of 30*l.* a-year.	30	One Sunday . . . One endowed . .	200 30	172
. .	. .	6,000	. .	.	One Sunday. One week-day.	.	242
10 perches.	. .	427	. .	.	. .	.	75
400 yards.	120 by 27 feet.	1,031	. .	.	A few dame schools, a weekly and a Sunday school.	.	113
41f. 6in. by 18f.	. .	5,000	. .	.	National school .	.	122
31 rods.	18 rods.	763	. .	.	. .	.	106
81 by 74 feet. 70 by 64 feet.	3,330 sq. yards.	628	. .		One dame school in a room about 10 feet square.	.	128
.	. .	310	. .	.	. .	.	51
30 by 25 yards.	. .	2,500	. .	.	A few dame schools in cottages.	.	406
98 by 56 feet.	626 superficial yards.	5,111	One for educating and clothing of.	12 boys 12 girls	One B. and F. school. One girls' school. School at Audley End. Do. do. (infants') One infant school	174 60 50 25 100	360
16 perches.	2,450 superficial feet.	3,000	. .	.	None but dame schools.	.	23
563 sq. yards.	Residue of site.	2,500	. . .	.	Two Sunday schools.	.	200

(*Continued on pages* 450, 451.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Nechells	85	350 and house.	Law expenses, 15*l.*; sundries, 15*l.*					465	40
Lakenham, St. Mark's.	Architect, 40*l.*	624			24			688	303
Kelsall's, St. Philip's.	Cost, 25 0*l.* Site given.							250	100
Whitney	20 Law expenses, 7*l.*	93	4 levelling and drain.		8	10 privies.	107	250	112
Arnold	Site, building, and house, 240*l.*						100 other expenses.	340	80
Dawley					16		84	100	5
Chirton	Given.	200	Architect, 10*l.*					210	149
Middleton . . .			Estimated cost, 220*l.*						40
Chatteris			Estimated cost, 250*l.*						105
Melton			Not stated.						309
Hyde, St. Bartholomew.	100	315	15 Law expenses, 9*l.*		52		12 Extra.	502	245
Brent, Pelham .	Given.	113	15 Conveniences, 14*l.*; law expenses, 11*l.*				77	230	125
Batley Carr . . .	130	130	Law expenses, 12*l.*					942	150
Saffron Walden .	50	567	Yards, &c. 120*l.*; law expenses, 10*l.*					747	395
Martock	10	410 and fittings.	Water closet, &c. 40*l.*					460	140
Rugby, St. Matthew	112	380			21 Walls.		11 Extras.	524	315

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
100 N. S.	.	.	320	.	.	.	25	.	.	130
150 N. S.	.	.	180 to 200	.	.	.	40	Interest on 15*l.*	.	150
. .	.	.	125	.	.	.	1*d.* a-week each child.	.	.	60
25 N. S.	20 site.	50 materials.	43	17	.	.	3 school-house and garden.	4	24	42
. .	.	.	260	School expected to support itself.			1*d.* a-week.	.	.	172
. .	.	.	.	.	.	.	.	.	.	25
25 N. S. (included.) 15 Sarum Diocesan.	.	.	61	12	.	.	6	.	18	40
50 N. S.	.	.	110	.	.	Not stated.		.	.	75
40 N. S.	.	.	120	.	.	Not stated.		.	.	70
. .	.	.	131	30	70	.	.	.	100	75
50 N. S. 5 Diocesan Board.	.	.	185	15	5	.	53	.	73	70
15 N. S.	.	.	90	8	8	Salary for mistress guaranteed.			.	50
. .	.	.	800	.	Schools will be self-supported by children's payments.					406
50 (site.)	.	.	300	70	20	30	23 Needle-work, 5*l.*	.	148	200
75 N. S.	.	.	245	15	.	.	30	.	45	120
. .	.	.	209	10	15	.	20 Donations, 5*l.*	.	50	100

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school, with master's house.	Norwich, St. Martin-at-Oak.	N.	1	4	.	.	.	.	.
The erection of a school-house. .	Duntishourne, Abbots.	N.	3	.	.	.	.	.	.
The erection of a school and mistress's house.	Corley and Keresley.	N.	.	4	(not described.)				
The erection of a school, with master's house.	Oakfield, St. John's.	N.	2	.	.	.	.	.	.
Ditto	Tuckingmill. . .	N.	3	.	.	.	.	.	.
The erection of a school, with residence.	Rose Ash	N.	3	.	.		.	.	.
The erection of a master's house	Holyhead	N.	.	.	.	.	.	.	.
The erection of a school-house. .	Birkenhead . . .	N.	The Minister and Churchwardens.						
The erection of a school, with master's house.	Millbrook	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Knightley	N.	3	.	.	.	.	.	.
The erection of a school, with residence.	Draycott	N.	2	2	.	.	.	.	.
The erection of a school-house. .	Stonham Aspal. .	N.	The Rector and Churchwardens.						
The erection of a school, with master's house.	New Mills	N.	Minister and Churchwardens, and 8 persons as Managers.						
The erection of a school-house. .	Spalding	N.	3	.	.	.	.	.	.
Rebuilding school-house	Poulton-le-Sands.	N. (Endowed school.)	.	.	.	.	.	.	
Providing fittings	Brighouse	N.	.	.	.	.	.	.	.
Application for additional grant	Thames Ditton .	N.	.	.	.	.	.	.	
Ditto.	Shildon	N.	.	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	8,769	Revan's Trust, £8 a-year.	.	Sunday schools. .	.	340
1,585 sq. feet.	. .	400	. .	.	. .	.	65
. .	. .	900	. .	.	. .	.	91
1 rood 21 perches.	Boys', 4,320; Girls', 3,600; superficial feet.	600	. .	.	. .	.	125
40 perches.	. .	2,550	. .	.	Dame schools . . Mining ditto.	.	160
33 by 18 feet.	Waste ground.	541	Interest of £5 for books.	.	Two daily schools One Sunday ditto.	.	65
. .	. .	4,000	. .	.	. .	.	220
480 sq. yards.	75 by 19 feet.	4,000	. .	.	One in connection with Roman Catholic chapel . .	200	480
¼ an acre.	Residue of site.	1,200	. .	.	One Sunday school	20	256
¼ of an acre.	. .	600	.	.	. .	.	64
¼ of an acre.	. .	500	. .	.	A dame school; a few children attend Wesleyan chapel.	.	80
⅜ of an acre.	Residue of site.	372	A foundation school.	30	Two weekly schools. One Sunday ditto.	.	102
1890 sq. yards	400 sq. yards.	4,000	One endowed.	6	One Sunday school	.	300
1918 sq. yards	Boys', 722, Girls', 824, square yards.	7,770	One grammar school. One free (Willesby's).	.	One grammar school. One free (Willesby's.)	.	432
			Blue-coat Charity.	60	Blue-coat Charity One B.& F. school	60 300	
78 by 82 feet.	260 sq. yards.	1,035	.	.	.	.	223
. .	. .	.	. .	.	.	.	.
. .	.	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.

(*Continued on pages* 454, 455.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Norwich, St. Martin-at-Oak.	310	298	.	.	.	.	76	731	.
	Sundries, 5*l.*; law expenses, 6*l.*; architect, 36*l.*								
Duntisbourne, Abbots.	.	108	31	.	20	.	.	180	88
	Stoves, 5*l.*; law expenses, 10*l.*; sundries, 6*l.*								
Corley and Keresley.	.	Estimated cost, 120*l.*			.	.	.	.	30
Oakfield, St. John's.	87	284	.	.	68	.	96	473	195
		Law expenses, 25*l.*			&c.				
Tuckingmill . .	.	320	50	.	45	.	130	560	225
		Law expenses, 15*l.*							
Rose Ash	.	98	.	.	.	2	45	150	22
		Law expenses, 5*l.*							
Holyhead	.	Estimated cost, 114*l.*			.	.	.	.	45
Birkenhead . .	450	900	150	.	100	.	.	1680	1000
					and outbuildings.				
		Architect and law expenses, 80*l.*							
Millbrook	150	420	.	.	25	.	165	790	140
		Law expenses, 10*l.*; sundries, 20*l.*							
Knightley . . .	given.	192	.	.	22	.	200	432	230
					and levelling.				
		Law expenses, 8*l.*; architect, 10*l.*							
Draycott	given.	146	.	.	3	.	84	293	150
		Architect and law expenses, 60*l.*							
Stonham Aspal .	given.	215	15	.	15	.	.	260	130
		Stove, 10*l.*; law expenses, 5*l.*							
New Mills . . .	given.	580	.	.	80	.	95	855	286
					walls.				
		Law expenses, 20*l.*; other expenses, 80*l.*							
Spalding	735	1150	.	.	200	.	.	2172	1250
					and heating apparatus.				
		Law and other expenses, 30*l.*; architect, 57*l.*							
Roulton-le-Sands	.	260	.	.	.	.	.	278	40
			Law expenses, 17*l.*						
Brighouse. . . .	.	.	27	.	.	.	.	.	9
Thames Ditton .	.	.	Deficiency, 75*l.* 4*s.*			.	.	.	.
Shildon		To remove a debt of 90*l.* remaining on master and mistress's residence.					.	.	.

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£					
200 N. S.	.	.	531	.	.	.	.	.	.	340
. .	.	.	92	15	.	.	7	.	22	35
25 N. S.	.	.	65	18	16 10	.	7	.	42	40*
70 N. S.	.	.	208	39	20	.	12	.	71	90
. .	.	.	360	12	.	.	40	.	77	120
				Lady Basset, 25*l.* for five years.						
. .	.	.	128	10	.	.	uncertain.	.	.	45
. .	.	.	70	.	2	6	8	.	16	30
. .	680	.	.	.	Not stated.		.	.	.	480
150 site.	.	.	500	.	10	.	70	.	80	256
40 (site included.)	.	.	242	10	5	.	20	.	35	82
. .	.	.	143	.	.	.	5	.	.	70
. .	.	.	130	.	.	Not specified.		.	.	51
180 N. S.	.	.	409	.	.	Not specified.		.	.	300
. .	.	.	922	50	.	.	50	.	100	350
. .	.	.	247	Land producing 30*l.* per annum.			2*d.* a-week each child.	.	.	115
. .	.	.	18	.	.	.	.	.	.	8
. .	.	.	73	.	.	.	.	.	.	23
. .	.	.	90	.	.	.	.	.	.	45

* Walls only 9 inches.

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
Application for additional grant .	Macclesfield, Christ Church.	N.	.	.	.	.	.	.	.
Ditto	Dent	N.	.	.	.	.	.	.	.
Ditto	Thurstonland . .	Endowed school.	.	.	.	.	.	.	.
Repairing school-house	Hawkchurch . . .	Endowed school.	.	.	.	.	.	.	.
Application for additional grant	Coggeshall . . .	. .	.	.	.	.	.	.	.
Providing furniture and fittings .	Corston	. .	.	.	.	.	.	.	.
Application for additional grant. .	Cambridge, (Russell Street).	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Sutton in Ashfield.	N.	1	2	and Churchwardens.				
Application for additional grant. .	Madeley.	N.	.	.	.	.	.	.	.
Ditto	Lye.	N.	.	.	.	.	.	.	.
Ditto	Croft.	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Bushey Watford .	B.	2	.	1	.	.	.	.
Application for additional grant. .	Sutton Bonnington.	N.	.	.	.	.	.	.	.
Ditto	Carlisle, Trinity .	N.	.	.	.	.	.	.	.
Ditto	Aveley.	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Little Bolton, (All Saints).	N.	The Incumbent and Churchwardens.						
The erection of a school-house. .	Burton-on-Trent .	N.	Minister and Churchwardens.						
Purchasing freehold premises where school is held.	Portsmouth and Portsea.	N.	.	.	.	.	.	.	.
Application for additional aid for erecting master's house and class-room.	Wensley Ford . .	. .	.	.	.	.	.	.	.
Application for additional grant. .	West Derby, near Liverpool.	. .	.	.	.	.	.	.	.
The erection of a new class-room.	Bedminster (St. Paul's).	. .	.	.	.	.	.	.	.
Application for additional grant. .	Eling, or Rumbridge.	. .	.	.	.	.	.	.	.
Ditto	Bexley.	. .	.	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught	
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
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3 roods.	. .	6,563	One of 7*l.* 10*s.*	.	Sunday schools connected with Dissenting chapels.	.	300
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
132 feet.	Residue of site.	5,000	None for boys.	.	One girls'.	130 very small.	188
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
145 by 95 feet.	9,600 superficial feet.	16,153	. .	.	B. and F. day school.	300	600
					Three Sunday (Dissenting).	300	
32 by 12 yards.	338 yards.	650	. .	.	Two National schools.	100 each	121
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
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(*Continued on pages* 458, 459.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Macclesfield, Christ Church.	.		A balance of 150*l.* remaining.				.	.	.
Dent	.	.	Deficiency of 64*l.* 17*s.*			.	.	.	.
Thurstonland . .	.	.	.	.	.	.	.	.	.
Hawkchurch . .	.	.	Estimated cost, 14*l.* or 15*l*				.	.	.
Coggeshall . . .	.	.	.	.	.	.	.	.	.
Corston	.	.	25	.	.	.	.	.	11
Cambridge (Russell Street.)	.	.	.	.	.	.	.	.	.
Sutton in Ashfield.	75	.	.	.	.	.	.	900	455
Madeley	.	.	.	.	.	.	.	.	.
Lye	.	.	.	.	.	.	.	.	.
Croft	.	.	.	.	.	.	.	.	.
Bushey Watford .	40	236	.	.	60	10	100	446	291
Sutton Bonnington.	.	.	.		.	.	.	.	.
Carlisle, Trinity .	.	.	.	.	.	.	.	.	.
Aveley	.	.	.	.	.	.	.	.	.
Little Bolton, (All Saints.)	500	530 builder.	813 stone mason.	.	100 and privy.	119 fittings.	.	2,155	574
Burton-on-Trent .	45	225 and draining.	Law expenses, 18*l.*; architect, 75*l.* .	.	60	30 excavations.	.	385	180
Portsmouth and Portsea.	.	.	Law expenses and fittings, 25*l.* .	.	.	.	.	200	30
Wemaley Ford . .	.	.	.	.	20	.	250 and class room.	300	.
West Derby, near Liverpool.	.	.	Infants' gallery, 30*l.* .	.	.	.	.	.	.
Bedminster, (St. Paul's.)	.	.	Estimated cost, 81*l.*			.	.	.	90
Ealing, or Rumbridge.	.	.	.	.	.	.	.	.	.
Bexley	.	.	.	.	.	.	.	.	.

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	.	.	.	.	.	.	.	75
. .	.	.	64 17*s.*	.	.	.	.	.	.	30
. .	.	.	.	.	.	.	.	.	.	30
. .	.	.	.	.	.	.	.	.	.	10
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. .	.	.	14	.	.	.	.	.	.	14
. .	.	.	.	.	.	.	.	.	.	36
100 N. S.	.	.	485	30	16	7 10*s.*	15	.	68	285
. .	.	.	.	.	.	.	.	.	.	30
. .	.	.	.	.	.	.	.	.	.	58
. .	.	.	.	.	.	.	.	.	.	30
. .	.	.	175	45	.	.	33	.	78	125
. .	.	.	.	.	.	.	.	.	.	40
. .	.	.	.	.	.	.	.	.	.	25
. .	.	.	.	.	.	.	.	.	.	10
. .	.	.	1,581	30	.	.	70	.	100	600
. .	.	.	200	8	7	.	5*s.* a week	.	.	65
. .	.	.	.	.	.	.	.	.	.	40
. .	.	.	.	.	.	.	.	.	.	75
. .	.	.	.	.	.	.	.	.	.	200
. .	.	.	61	.	.	.	.	.	.	45
. .	.	.	.	.	.	.	.	.	.	25
. .	.	.	.	.	.	.	.	.	.	30

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
Application for additional grants	Wargrave	N.	.	.	.	.	.	.	.
Ditto	Birmingham, St. Stephen.	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Tockholes	N.	.	.	.	.	.	.	.
Providing fittings.	Lurgashall. . . .	N.	.	.	.	.	.	.	.
Providing fittings, desks, forms, &c.	Halstock.	N.	.	.	.	.	.	.	.
The erection of a school-house. . .	Aspeden.	Endowed school.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Sharnford	N.	The Rector and Churchwardens.						
The erection of a school-house. . .	Hoddesden. . . .	N.	.	.	.	.	.	.	.
Application for additional grant. .	Knightley.	N.	.	.	.	.	.	.	.
Ditto	Colden Common .	N.	.	.	.	.	.	.	.
The erection of a master's house. .	Yardley	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Llaurhyddlad. . .	B.	.	.	.	.	.	.	.
Repairing school-house.	Sculcoates	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Weston	N.	The Vicar and Churchwardens.						
The erection of a school-house. . .	Leeds, Edgar Street	B.	.	.	.	.	.	10	.
The erection of a school-house, with rooms for masters.	Aldringham . . .	N.	Five (not described).						
The erection of a school-house. .	Willoughton . . .	N.	1	2 Churchwardens.			2	.	.
The erection of a school, with master's residence.	Manchester, St. Barnabas.	N.	1	6	.	.	.	.	.
The erection of a school and master's house.	Westray	N.	.	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	.	. .	.	. .	.	.
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. .	. .	.	. .	.	. .	.	.
. .	. .	650	. .	.	. .	.	96
38 by 50 feet.	50 by 17 feet.	2,500	One for girls, 30*l.* a-year.	.	One boys' National One boys' British One infant school	180 180	105
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	600	10*l.* a-year from charitable bequests.	.	. .	.	75
28 by 22 yards.	16 by 10 yards.	.	. .	.	. .	.	216
. .	. .	17,000	. .	.	One school . . . One school . . .	250 350	.
200 by 63 feet.	Infants': 80 by 60 feet. Girls': 60 by 47 feet.	2,899	. .	.	One room 40 by 20 feet, built in 1817.	.	266
710 sq. yards.	Open fields.	10,000	. .	.	Four dame schools One Romanist do. One Sunday ditto.	100	683
¼ of an acre.	None required.	400	. .	.	. .	.	66
17 by 12 yds.	. .	600	. .	.	One dissenting . .	14	111
284 sq. yards.	203 yards.	5,500	. .	.	St. Barnabas National school.	500	159
1¼ acre.	¼ of an acre.	350	. .	.	. .	.	69

(*Continued on pages* 462, 463.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£ s.	£	£	£	£	£ s.	£
Wargave	.	.	.	.	.	.	.	.	.
Birmingham, t. Stephen.	.	.	.	.	.	.	.	.	.
Tockholes . . .	.	.	.	.	.	.	.	.	.
Largashal . . .	.	.	10 7	.	.	.	.	10 7	.
Halstock	.	.	.	.	.	.	.	58 14	.
Aspeden	.	.	.	.	.	.	.	140	70
Sharnford	.	100	.	.	7	.	143	250	95
Hoddesden . . .	.	160	10	.	25	.	.	195	100
Knightley . . .	.	.	.	.	.	.	.	.	.
Celden Common	.	.	.	.	.	.	.	.	.
Yardley	.	.	.	.	.	.	87	87	51
Llaurhyddlad . .	given	195	.	.	9 and court.	9 privies.	108	327	95
	Law expenses, 6*l.* 6*s.*								
Soulcoates . . .	Estimated cost of repairs, 15*l.* 6*s.*				.	.	.	.	.
Weston	430	710	.	.	90	.	181 altering and repairing.	1,411	785
Leeds, Edgar Street	95	760	.	.	.	.	.	991	290
	Play-ground, 120*l.*; Law expenses, 15*l.*								
Aldringham . .	.	130 and rooms.	20	.	.	.	.	150	91
	Law expenses, 10*l.*								
Willoughton . .	5	120	.	.	15	.	.	175	60
	Law expenses, 25*l.*; extras, 10*l.*								
Manchester, St. Barnabas.	150	370	.	.	.	40 paving and sewering	290	850	.
Westray	given	55	.	.	5	.	45	115	37

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£ s.	£	£	£	£ s.	£	£ s.	£
100 N. S. (additional).	.	.	.	.	.	.	.	.	.	200
. .	.	.	.	.	.	.	.	.	.	58
. .	.	.	.	.	.	.	.	.	.	50
. .	.	.	.	.	.	.	.	.	.	10
. .	.	.	.	.	.	.	.	.	.	30
. .	.	.	70	.	.	.	.	.	.	10
40 N. S.	45 In the hands of P. L. Com.	.	70	25	10	.	23	.	58	70
. .	.	.	93	30	9	.	8	.	47	55
. .	.	.	.	.	.	.	.	.	.	42
. .	.	.	.	.	.	.	.	.	.	22
10 N. S. (included). 10 Diocesan Board (included).	.	.	25	12	15 sermon.	10	3 15	.	31	25*
. .	.	.	200	Not stated.		.	.	.	.	130
. .	.	.	15 6	Income about 60*l*.			.	.	60	10
30 Bath and Wells Diocesan.	.	.	525	.	98	.	42	.	140	180
. .	.	.	620	30	12	.	2*d*., 3*d*., and 4*d*. a-week.	.	.	510
20 N. S.	.	.	40	35	.	.	7 10	.	42 10	40
40 N. S.	.	.	61	.	.	.	5*s*. to 10*s*. weekly.	.	.	56
(Very little expected.)	.	.	.	(School reported to support itself.)						159
. .	.	.	75	.	.	.	2 10	.	.	52

* Walls only 9 inches.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school and master's house.	Bedale.	N.	Rector and 2 Churchwardens.						
The erection of schools, with master's house.	Essington	N.	.	.	.	.	.	.	.
The erection of schools and residences.	Birkenhead (Holy Trinity).	N.	(not described).					.	.
The erection of school-house, with residence.	Uddingston . . .	S.	1	and 3 Heritors.				.	.
The erection of school-houses . .	Stratford-on-Avon	N.	2	Mayor and principal Inhabitants.					.
The erection of a school-house . .	Etruria	N.	2	.	.	.	.	.	.
Ditto.	Frodingham . . .	N.	3	.	.	.	.	.	.
The erection of a school, with master's house.	Dilwyn	N.	1	and Churchwardens.					
Ditto.	Cononley	N.	3	.	.	.	.	.	.
Ditto.	Newtown, Montgomerysh.	N.	2	3	.	.	.	.	.
Building additional room to present school.	Frome.	N.	.	.	.	.	.	.	.
The erection of a school-house . .	Winsford	N.	.	The Trustees of the River Weaver.					
The erection of a school, with master's house.	Elworth	N.	3	.	.	.	.	.	.
Ditto.	West Buckland. .	N.	1	and 4 Churchwardens.					.
The erection of a school-house . .	Tonge-cum-Alkington.	N.	.	Four.					.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	33 by 9 yards.	134	One of 10 10 0 One of 13 6 8 £23 16 8	.	Two day schools . One Sunday ditto.	150 40	250
¼ of an acre.	. .	700	. .	.	. .	.	140
. .	Residue of site.	10,000	. .	.	The National school and Sundayschools held in a hired room.	.	160
2 roods.	1 rood.	700	The interest of 100*l.* for educating four children.	.	Never but one school in the district.	.	156
1697 sq. yards.	290 sq. yards to each school.	6,300	Eden's Charity Hutton's ditto .	.	National schools. . Infant . . . . . . Independents . . Wesleyans . . . . Eden's Charity. .	212 120 150 50 20	458
86 by 58 feet.	Boys, 25 by 28 feet. Girls, 32 by 30 feet.	2,147	. .	.	A small infant school. Two or three dame schools.	.	322
1 rood.	Residue of site.	1,415	. .	.	. .	.	128
2 roods, 30 perches.	16 by 14 yards.	1,052	Daily school, 15*l.* 12*s.* 6*d.* Sunday school, 5*l.* 2*s.*	.	. .	.	160
1270 yards.	200 yards.	1,159	. .	.	One or two male schools.	.	157
¼ of an acre.	Residue of site.	3,990	One charity school, 30*l.* a-year.	20 boys	A Dissenters' school.	60	380
. .	. .	4,000	. .	.	One National . . One British.	.	71
736 sq. yards.	. .	4,820	. .	.	Wharton school . Ever ditto . . . . Wesleyan ditto. .	170 97 140	205
308 superficial yards.	. .	1,000	. .	.	None within half a mile.	.	102
. .	. .	460	. .	.	Two small schools in private houses.	.	90
. .	Very little.	2,761	. .	.	. .	.	250

(*Continued on pages*, 466, 467.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Bedale	100	500 and master's house.	19	.	34	.	.	666	149
				Law expenses, 13*l*.					
Essington . . .	25	318	35	5 gates.	16	.	160	602	150
					Law expenses, 15*l*.; architect, 28*l*.				
Birkenhead (Holy Trinity).	.	220	.	.	.	.	130	350	145
Uddingston . . .	149	299	.	6 window frames.	.	15 plans, &c.	150 and female school.	629	248
	Law expenses, 10*l*.								
Stratford-on-Avon	34	650	35	.	75	40 out-buildings.	.	859	365
			Law expenses, 25*l*.						
Etruria	96	405 and fittings.	.	.	30	.	.	531	186
Frodingham . .	50	212	.	.	10	.	.	279	170
				Law expenses, 7*l*.					
Dilwyn	.	179	.	.	17	.	132	328	140
Cononley	.	152	.	.	.	.	170	336	110
				Law expenses, 14*l*.					
Newtown, Montgomerysh.	75	1,000	.	.	40	.	130	1,245	405
Frome	Estimated cost, 50*l*.			.	.	.	.	50	10
Winsford	Estimated cost, 530*l*.			.	.	.	.	530	.
Elworth	.	220	.	.	10	.	120	350	.
West Buckland .	.	100	.	.	.	.	90	190	35
Tonge-cum-Alkington.	81	450	50	.	20	.	.	621	100
			Law expenses, 20*l*.						

Amount contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
50 N. S.	213 ground materials.	.	254	50	.	24	48	2 2	124	188
. .	.	.	452	.	.	.	1*d.* and 2*d.* a-week.	.	.	110
. .	.	.	215	.	.	.	.	.	.	120
. .	.	.	226	Trustees cannot reckon upon annual subscriptions. Fee, 15*l.* a-year.						155
30 site.	25 value of materials.	.	439	54 10	60	5 4	.	5 16 work done by girls.	125	230
100 N. S.	.	.	225	(No doubt but that the school will be supported.)						200
. .	.	.	109	12	3	.	35	.	50	65
. .	.	.	180	.	.	21	20	.	.	115
100 N. S.	.	110	.	Fees, 30*l.* (other sources cannot be stated at present.)						110
250 N. S.	.	.	550	43	8	.	25	.	76	380
10 N. S. 5 Wells Diocesan.	.	.	25	.	.	.	30 under.	.	.	25
The Weaver Trustees can only allow 150*l.*	.	.	.	Weaver Trustees will allow 60*l.* a-year for master's salary.						150
. .	.	.	.	Children's pence and local subscriptions sufficient.						80
. .	.	.	155	36 for master's salary.	.	.	.	.	.	70
80 N. S.	.	81 site.	370	12	.	.	8*s.* to 10*s.* a-week.	.	.	188

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
Completing repairs of school buildings.	Cartmel	Endowed school.	The 24 sidesmen of the parish of Cartmel.						
The erection of a school-house. .	Cuddington . . .	N.	3	.	.	.	.	.	.
Ditto.	Dalton	N.	.	.	(Not stated).			.	.
The erection of a school, with master's house.	Sandgate	N.	.	.	(Not stated).			.	.
The erection of a school and residence.	Coxhoe	N.	.	Three (not described.)					.
The erection of a master's house .	Northop, St. Mark's.	N.	2	.	.	.	.	.	.
The erection of a school and master's house.	Redgrave and Botesdale.	N.	1	and Churchwardens.					.
Ditto.	Archadesdale, N.B.	S.	.	.	.	.	.	.	.
Ditto.	Pool Ewe	S.	.	.	.	.	.	.	.
Ditto.	Warblington and Emsworth.	N.	2	and Churchwardens of Warblington.					
Ditto.	Chester (St. Mary)	N.	3	.	.	.	.	.	.
Ditto.	Llanwyddelan .	N.	2	3	.	.	.	.	.
The erection of a school-house . .	Trent Vale. . . .	N.	1	2	.	.	.	.	.
The erection of a master's house .	Woodhurst. . . .	N.	.	.	.	.	.	.	.
The erection of a school, with residence.	Firle West . . .	N.	.	.	(Not stated.)			.	.
Ditto.	Holsworthy . . .	N.	3	2	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	4,927	A small one at Brow Edge.	.	Nine schools . . .	433	806
66 by 23 feet.	. .	696	. .	.	. . .	.	75
. .	. .	800	One of 39*l.* a year.	.	One girls' school .	80	90
157 by 80 feet.	. .	1,100	. .	.	. .	. .	360
¼ an acre.	¼ of an acre.	3,000	. .	.	. .	.	200
. .	. .	1,067	. .	. .	. .	.	172
¼ an acre.	Residue of site.	1,352	An acre of land, let for 4*l.* which educates four children.	.	Wesleyan Sunday Baptist ditto . . .	20 40	190
1 acre.	1 acre.	500	. .	.	A parochial school 20 by 15 feet.	.	90
1 acre.	1 acre.	500	. .	.	. .	.	90
107 by 48 feet.	. .	2,259	.	.	National school .	260	160
740 sq. yards.	Two, 551 sq. feet each.	3,000	. .	.	Two Dissenting Sunday. One girls' school. One infant ditto. (both unfit).	.	450
42 by 27 feet.	. .	800	. .	.	. .	.	60
714 sq. yards.	400 superficial yards.	900	. .	.	One dame school . One ditto . . . One ditto . . .	40 25 12	166
. .	. .	700	. .	. .	. .	.	74
. .	Residue of site.	722	. .	. .	The two existing schools will merge in this.	.	205
16 perches.	Very little.	1,857	. .	.	Earl Stanhope's tchool.	30 to 40 boys	133

(*Continued on pages* 470, 471.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Cartmel	Estimated cost, 120*l*.							120	62
Cadding on . . .	100	.	29	.	10	.	.	141	36
			Law expenses, 1*l*. 10*s*.						
Dalton	5	133	.	.	.	.	.	138	30
			Law expenses, 7*l*.						
Sandgate	.	.	Estimated cost, 740*l*.			.	.	740	150
Coxhoe	.	250	.	.	20	.	150	450	170
			Law expenses, 30*l*.						
Northop, St. Mark's	.	.	Estimated cost, 190*l*.			.	.	190	60
Redgrave and Botesdale.	25	223 and master's house.	40	.	.	.	.	300	110
			Law expenses, 12*l*.						
Archadesdale, N.B.	.	270 and house.	.	.	80	.	.	360	100
			Law expenses, 10*l*.						
Pool Ewe	.	200	.	.	25	.	.	235	70
			Law expenses, 10*l*.						
Warblington and Emsworth.	given	131	.	6 10 stucco-ing, &c.	31	.	84	272	106
			Law expenses, 10*l*.; other expenses, 10*l*.						
Chester (St. Mary)	283	760	.	.	.	.	171	1,227	393
			Law expenses, 10*l*.						
Llanwyddelan . .	10	80	.	.	.	.	50	145	42
			Law expenses, 5*l*.						
Trent Vale . . .	107	300	20	.	30	.	.	482	257
			Law expenses, 10*l*.; architect, 15*l*.						
Woodhurst . . .	.	.	.	.	.	.	105	110	40
			Architect, 5*l*.						
Firle West . . .	.	280	.	.	.	.	130	410	.
Holsworthy . . .	23	343 and house.	12	.	.	.	.	387	137

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	58	.	.	120 a-year.	7s. 6d. to 12s 6d. a quarter.	.	.	40*
35 N. S. 30 Bucks Archidiaconal Board (included).	.	.	72	20	.	.	11 or 12	.	.	40
. .	.	.	120	.	.	39	11 or 12	.	.	45
. .	.	.	590	60	20 to 40	.	30 to 40	.	.	225
10 Durham Diocesan.	.	.	165	25	.	.	45	.	70	120
. .	.	.	130	20	.	10	25	.	55	50
. .	30 site and materials.	.	160	35	.	.	25	5 girls' needle work.	65	90
. .	.	.	260	20	.	No fees.		.	.	90
. .	.	.	165	20 yearly.	.	No fees.		.	.	90
40 N. S.	.	.	122	14	.	.	10	.	24	75
200 N. S.	.	.	634	40	10	10 organist's salary.	85	5 house.	150	380
. .	.	.	85 to 95	5	.	.	16	.	21	50
. .	.	.	225	15 to 20	5	.	20 to 30	.	.	85
. .	.	.	40 (probably)	22	.	.	8	.	30	40
(Lord Gage will make up the amount required.)	.	.	.	70	.	.	14	.	84	140
. .	.	.	250	.	.	(Cannot be stated.)			.	100

* The amount asked for.

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school, with residence.	Littleport. . . .	N.	1	and Churchwardens.					
Ditto.	Colnbrook . . .	N.	5	.	.	.	.	.	.
Ditto	Ewhurst	N.	1	and 2 Churchwardens.					
Erecting additional school-house	Ampthill	B.	Duke of Bedford and 10 others.						
The erection of a school-house. .	Charlestown. . .	N.	2	and senior Churchwardens.					
Ditto	Aston-on-Trent .	Church school.	1	and Churchwardens.					.
The erection of a school-house, with residence.	Farnham, Gipsy's school.	N.	4	1	.	.	.	.	.
The erection of a master's house	Farnham	N.		.	.	.	.	.	.
The erection of a school, with residence.	Balderton. . . .	N.	1	and Churchwardens.					.
The erection of a school-house. .	Bucklesham . . .	N.	1	and 2 Churchwardens.					.
Ditto	Aylesbury. . . .	N.	2	.	.	.	.	.	.
The erection of a school and master's house.	Marple	N.	2	1	and 4 Churchwardens (of Marple and Disley).				
The erection of a master's house	Ecclesfield, High Green.	N.	.	.	.	4	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	70 by 40 feet each yard.	3,368	. .	.	Five or six dame. One for boys and girls. One for boys.	.	400
90 by 30 feet.	Residue of site.	1,700	. .	.	Some small dame schools. One Dissenting, One Church, and some Sunday schools.	.	300
¼ of an acre.	. .	980	. .	.	Two or three small cottage schools. One Sunday school supported by rector.	.	166
84 by 52 feet.	. .	5,569	One of 24*l*.. . .	.	One British (boys) One National . .	150 200	229
. .	. .	5,291	. .		. .	.	600
68 by 66 feet.	Residue of site.	650	. .	.	. .	.	108
1¼ acres.	Ample.	It is proposed to receive gipsy orphan children from all parts of the country.				.	98
.	. .	.	. .	.	. .	.	65
2 roods 14 perches.	. .	1,000	One of 28*l*. (Will of Wm. Alvey).	.	Some dame schools. One daily . . . . (very inconvenient).	. 120	230
25 feet.	. .	255	Interest of 100*l*.	.	. .	.	40
190 by 78 feet.	78 by 76 feet. 78 by 57 feet.	5,414	Free school estate, 2*l*. per annum. Dividends of 112*l*. 10*s*. 4*d*. consols.	.	Free school and grammar school. British school . . Infant ,, . . Also a few Sunday schools.	100 160 80	252
20 by 16 yds.	.	900	One at Marple, two miles from High Lane	.	One National . .	.	144
60 by 40 yds	. .	2,000	Proceeds of 500*l*., yielding 25*l*.		. .	.	202

(*Continued on pages* 474, 475.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Littleport . . .	Estimated cost.							1,300	
Colnbrook . . .		220			40	20 drains.	100	400	185
	Legal expenses, 10*l.*; architect, 10*l.*								
Ewhurst	22 10	206	18	45 well, &c.	20		158	481	217
	Legal expenses, 10*l.*								
Ampthill		442	38		60 and drains.	10 spouting.		588	420
	Legal expenses, 20*l.*; other expenses, 18*l.*								
Charlestown . .	Estimated cost, 785*l.*								
Avon-on-Trent .	25	256	14		39			339	160
	Legal expenses, 5*l.*								
Farnham Gypsy's school.	Estimated cost, 900*l.*								
Farnham	Estimated cost, 70*l.*						70	70	
Balderton . . .	117	390				5 other expenses.	270	779	214
	Legal expenses, 2*l.*; architect, 5*l.*								
Bucklesham . . .	Estimated cost, 100*l.*								50
Aylesbury . . .	190	500	50		95			855	162
	Legal expenses, 20*l.*								
Marple	48 given.	200					120 and fence.	368	179
Ecclesfield, High Green.					50		200	250	

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committe of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£.
The vicar will give 800*l.*	.	.	500	15	30 subscription from vicar.	.	60	25 the feoffees.	130	300*
25 Windsor and Eton Union (included).	.	.	165	40	10	.	50	.	100	165
. .	22 10 site.	8 stone. 30 cartage.	203	35	.	.	15 or 20	.	.	125
. .	.	.	.	10	.	.	25	.	35	150
Nothing at present, nor much expected.			.	.	Expected to be supported.				.	450
. .	.	.	154	20	.	.	1*d.* a-week.	.	.	54
A sum exceeding 500*l.* has been raised, of which 80*l.* is for a sick and provident fund.			.	The school will be maintained.					.	100
. .	.	.	.	.	.	.	.	.	.	20
25 Newark Board.	118 site.	20 old school.	423	8	.	28	26	.	62	183
. .	. .	.	40	School expected to support itself.			1*d.* a-week.	Interest of 100*l.*	.	25
. .	.	.	500	26	14	576	40	.	85	190
35 N. S.	48 site.	.	106	10 to 15	.	.	.	.	.	102
From 50*l.* to 100*l.* may be expected.			250	.	.	25	48	.	7	65

* On condition of master's house being built; if not, 200*l.*

Object of Application.		Description of School.	Number of Trustees under different Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school, with master's house.	Cowling	N.	.	3	.	.	.	.	.
The erection of a master's house	Wrawby.	N.	.	.	.	.	.	.	.
The erection of a school, with residence.	Comberton . . .	N.	3	.	.	.	.	.	.
Enlarging school-room	Toft and Caldecote.	N.	5	.	.	.	.	.	.
The erection of schools, with residence.	Nottingham, St. John's.	N.	.	(Not stated.)			.	.	.
The erection of a school, with residence.	Northorpe. . . .	N.	.	Five or six.			.	.	.
Painting, repairing, and providing another water-closet.	Little Tew . . .	N.	.	.	.	.	.	.	.
For further aid, to make up deficit.	Chirk.	N.	.	.	.	.	.	.	.
For additional grant	Great Creaton . .	N.	.	.	.	.	.	.	.
Ditto.	Chilvers Coton. .	N.	.	.	.	.	.	.	.
For aid, to liquidate debt	Luton	N.	.		.	.	.	.	.
For additional grant	Lampeter Velfrey	N.	.	.	.	.	.	.	.
Ditto.	Great Hormead .	N.	.	.	.	.	.	.	.
Ditto.	Stoke Mandeville	N.	.	.	.	.	.	.	.
Ditto.	Market Lavington	N.	.	.	.	.	.	.	.
Ditto.	Ruabon	B.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Heckington . . .	N.	.	(Not stated).			.	.	.
The erection of a school-house, .	Chelsea, St. Jude	N.	2	1	.	.	.	.	.
The erection of schools, with residence.	Elland.	N.	3	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
¼ of an acre.	Residue of site.	2,460	One school, endowed with a house and 13*l.* a-year.	.	Endowed school, 15 feet square. Two dame schools. Two or three Sunday schools.	.	192
. .	. .	800	. .	.	None but dame schools.	.	106 on books
22 poles.	. .	520	. .	.	One Sunday school held in parish church.	.	102
78 by 59 feet.	None.	337	Interest of 500*l.* stock.	.	. .	.	20
1850 yards.	483 and 401 square yards.	3,500	. .	.	One B. and F. . .	400	517
. .	. .	180	. .	.	. .	.	30
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1 rood 12 perches.	. .	1,500	. .	.	One infant school	.	156
2980 sq. yds.	. .	3,700	. .	.	One school (hired room).	70	356
					One British . . .	300	
					A few dame schools.		
1000 yards.	600 yards.	7,000	Ramsden's charity.	30	. .	.	527
			Thornhill's endowment.	10			
			Brooksbank's endowment.	10			

(*Continued on pages* 478, 479.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's house.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Cowling	30 given.	300	.	.	10	.	.	340	.
Wrawby	Estimated cost, 148*l.*			.	.	.	.	.	71
Comberton . . .	25	390 and master's house.	15	.	.	.	.	440	220
			Legal expenses, 10*l.*						
Toft and Caldecote.	Estimated cost, 31*l.*			.	.	.	.	.	.
Nottingham, St. John's.	370	School-house, master's house, and fence. 1,300*l.*						1,700	800
	Legal expenses, 30*l.*								
Northorpe . . .	.	105	.	.	.	.	.	110	.
	Legal expenses, 5*l.*								
Little Tew . . .	10*l.*, on the suggestion of Mr. Bellairs.					.	.	.	.
Chirk	.	.	.	.	.	.	.	.	.
Great Creaton . .	.	.	.	.	.	.	.	.	.
Chilvers Coton .	.	.	.	.	.	.	.	.	.
Luton	.	.	.	.	.	.	.	.	.
Lampeter Velfrey	.	.	.	.	.	.	.	.	.
Great Hormead .	.	.	.	.	.	.	.	.	.
Stoke Mandeville	.	.	.	.	.	.	.	.	.
Market Lavington	.	.	.	.	.	.	.	.	.
Ruabon	.	.	.	.	.	.	.	.	.
Heckington . . .	Estimated cost, 411*l.*			.	.	.	.	.	183
Chelsea, St. Jude	Estimated cost, 800*l.*			.	.	.	.	.	150
Elland	60	730	80	.	40	.	130	1,060	245
	Legal expenses, 20*l.*								

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	Not stated.		.	.	.	13 and house.	22	.	35	150
. .	.	.	77	1 to 15	3	.	39	.		40
50 N. S.	.	.	220	10	4	.	12	.	26	75
10 Cambridge Board of Education.	.	.	21	.	.	Interest of stock, 16*l.* 5*s.*, made up to 20*l.* by rector.	15	.	35	10
. .	.	.	900	20	30	.	80	.	130	500
Value of site and leading materials, all that is promised.			.	.	.	Not stated.		.	.	30
. .	.	.	.	.	.	.	.	.	.	10
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. .	.	.	.	.	.	.	.	.	.	70
50 N. S. 45 Diocesan and Local Board.	.	.	133	.	.	Not stated.		.	.	78
. .	.	.	.	The school has been hitherto entirely supported by subscriptions and donations.			30	.	.	266
200 N. S.	.	.	615	.	14	.	86	.	100	500

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-room. .	Colne, Engain . .	N.	Eight. Ministers, Churchwardens, Overseers, &c.						
Ditto.	Hilgay	N.	1	and Churchwardens.					.
The erection of a school, with residence.	Grassington . . .	N.	1	and 4 Churchwardens.					.
Enlarging school, and for repairs	Laughton-en-le-Morthen.	Endowed school.	1	8	.	.	.	.	.
The erection of a school, with residence.	Llandilotalybont .	N.	2	3	.	.	.	.	.
The erection of a school, with master's house.	Chesham	N.	Clergy, Churchwardens, and Overseers.						
The erection of a school, with residence.	Toynton.	N.	1	1	.	.	.	.	.
The erection of a school, with master's house.	Blaina, and Cwm Celyn.	B.	1	.	2	.	.	.	.
The erection of a school-house . .	Leeming.	N.	3	.	.	.	.	.	.
The erection of a school, with master's house.	Beautingham and Ellerker	N.	1	and Chapelwardens.					.
The erection of a school and master's house.	Barton-upon-Irwell.	N.	1	.	.	.	.	.	.
The erection of a school-house. .	Kenton	N.	3	.	.	.	.	.	.
Ditto.	Pilrig	S.	1	9	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
30 perches.	26 perches.	700	. .	.	One Sunday . . . One daily, for teaching sewing.	100 20	120
30 perches.	. .	500	The families of Hillgay pay 2*l.* 2*s.* annually to schools at Hilgay.	.	One small school. (Primitive Methodists).	10	100
1 rood, 6¼ perches.	Residue of site.	1,056	A free grammar school, with 30*l.* a-year.	.	One free grammar school, a few dame schools, and a Primitive Methodists'.	.	160
. .	Open space before school.	1,031	One for 22 poor children.	.	One Sunday school held in the endowed school-room.	.	71
20 perches.	Residue of site.	2,000	. .	.	. .	.	170
550 sq. yards.	None required.	6,000	. .	.	None but Sunday schools.	.	363
1 rood, 13 perches.	Boys', 129½ by 39½ feet. Girls', 115½ by 39½ feet.	922	. .	.	One Church of England (boys'.) One Wesleyan (mixed.)	.	123
. .	. .	7,500	. .	.	One day school. . One village dame school, and several Sunday schools.	.	333
51 by 28 feet.	. . .	682	. .	.	. .	.	100
. .	. .	555	. .	.	. .	.	94
. .	1215 sq. yards.	3,000	One of 14*l.* a-year (part of Bradshaw's Charity.)	.	Mrs. Bradshaw's charity school.	.	240
1 acre.	¼ an acre.	1,382	. .	.	Two small private schools, and a dame school.	.	162
150 by 50 feet.	110 by 50 feet.	3,000	. .	.	. .	.	160

(*Continued on pages* 482, 483.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Colne, Engain . .	.	280	45	.	.	.	.	345	186
	Legal expenses, 20*l.*								
Hilgay	10	530	.	The estimate for master's house is 350*l.*, but it cannot be proceeded with for want of a site.					312
Grassington . . .	Estimated cost, 454*l.*			.	.	.	.	.	120
Laughton-en-le-Morthen.	Estimated cost, 250*l.*			.	.	.	.	.	210
Llandilotalybont	20	154	.	30 haulage.	30	.	82	326	120
	Law expenses, 10*l.*								
Chesham	300	300	160 labour.	.	20	.	150	970	450
	Law expenses, 20*l.*; architect, 20*l.*								
Toynton	35	150	15	20 privies, &c.	42	.	120	391	167
	Law expenses, 9*l.*								
Blaina, and Cwm Celyn.	given.	480	.	60 sheds, privies, and play-ground.	120 and drains.	.	110	770	375
Leeming	2 10	155	10	.	.	.	.	170	37
	Law expenses, 2*l.* 10*s.*								
Beautingham and Ellerker.	.	99	.	8 desks.	5	25 walls, additional.	77	230	90
	Law expenses, 15*l.*								
Barton-upon-Irwell.	100	500	50	.	50	.	150	856	271
	Law expenses, 6*l.*								
Kenton	.	170	.	.	.	.	.	175	55
	Law expenses, 5*l.*								
Pilrig	.	320	.	.	10 gas.	25 and gate.	30	395	20
	Law expenses, 10*l.*								

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	150 to 200	30	.	.	1*d.* a-week.	.	.	60
50 N. S.	.	.	20	23	.	.	10	The rector will supply deficiencies, and endow it if possible.		94
. .	.	.	334	5	.	55 endowment fund.	20 to 30	.	.	110
. .	.	.	40	8	.	18	.	.	26	40
. .	.	50 site and haulage.	150	(Not stated.)		.	.	.	.	105
125 N. S.	.	.	400	50	20	.	100	.	170	220
20 Lincoln Diocesan Board. 50 N. S.	.	35 site.	190	38	.	.	36	.	74	100
. .	.	.	380 to 390	School will be supported by fees and subscriptions.						300
. .	.	.	.	35	.	.	40	.	75	54
. .	.	.	150	44	.	.	10	.	54	70
. .	.	.	550	20 to 30	30	.	50 to 60	5*l.* a year from Bradshaw's Charity.		240
25 N. S.	.	.	95	.	.	.	130	.	130	81
Trustees guarantee 120*l.* in addition within the year,	.	.	145	.	20	.	40	20	80	120

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school, with residence.	Redditch	N.	14 (not described.)						
Ditto	Yonge	N.	1	and Churchwardens of Tor-Molum, and Cockington.					
The erection of a school, with mistress's house.	Rampisham . . .	N.	2	.	.	.	.	.	.
The erection of schools, with residences.	Southwark (St. Mary.)	N.	1	and Churchwardens.					.
The erection of an infants' school	Ditto	N.	1	and Churchwardens.					.
The erection of a master's house and class-room.	Bristol (Hannah More's school.)	N.	.	.	.	.	.	.	.
The erection of a school-house . .	Bourton-on-the-Water.	N.	3	.	.	.	.	.	.
The erection of a school-house . .	Bath, St. Saviour's	N.	3	.	.	.	.	.	.
The erection of a school, with residence.	Outwell	N.	Seven. (The Lord of the Manor, Minister, and Churchwardens.)						
Enlarging school	Paulton	N.	1	and Churchwardens.					.
Fitting up school-house and ventilation.	Spotland . . .	N.	1	4	.	.	.	.	.
The erection of schools, with residence.	Richmond, Yorkshire.	N.	2	and Churchwardens of Richmond.					
For additional grant	Bottwnog	N.	.	.	.	.	.	.	.
Ditto.	Shuttleworth . .	N.	.	.	.	.	.	.	.
Ditto	Lofthouse	N	.	.		.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
¼ an acre.	900 sq. yards.	4,000	. .	.	One boys' school . One infants' (boys) (No school for girls.)	90 90	746
120 feet sq.	Residue of site.	3,500	. . .	.	One infant and girls' school. One (small) girls' school.	.	286
100 by 90 feet.	61 by 55 feet.	483	. . .	.	. .	.	105
50 sq. feet.	None.	8,000	. . .	.	. .	.	360
. .	Under school-room; school built on arches.	8,000	. . .	.	. . .	.	182
. .	. .	11,900	One of 30*l.* a-year.	.	One Church school	70 or 80	761
					One Baptist ditto	100	
70 by 50 feet.	. .	1,000	One free school	12	. .	.	204
107 by 57 feet.	Residue of site.	4,500	. . .	.	Two Sunday dissenting. Several dame schools.	.	216
100 by 55 feet.	Residue of site.	1,250	. . .	.	One Sunday school	80 to 100	225
100 by 50 feet.	60 by 60 feet.	2,200	. . .	.	Parish school . . . There are also Wesleyan schools.	200 .	67
. . .	. .	8,000	. . .	.	One at Bayslute . One at Henley . .	30 50	332
31 sq . yards.	23 by 18 feet.	4,300	Hutchinson's Charity, 2*l.* per annum.	.	Roman Catholic . Corporation . . . Existing National schools will be merged in the new one.	30 30	575
. .	. .	.	. . .	.	. .	.	.
. .	. .	.	. . .	.	. .	.	.
. .	. .	.	. . .	.	. .	.	.

(*Continued on pages* 486, 487.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Redditch	600	1,163	70	.	.	.	290	2,135	416
	Law expenses, 12*l.*								
Yonge	.	1,000 and house.	.	.	60 or 80	.	.	1,080	950
Rampisham . . .	.	310 and master's house.	.	.	15	.	.	325	110
Southwark (St. Mary.)	450	1,150	.	.	5	.	.	2,005	1,410
	Architect, 60*l.*								
Ditto	.	500	.	.	.	.	.	520	.
	Architect, 20*l.*								
Bristol (Hannah More's school.	.	.	.	.	.	.	400 and class-room.	400	30
Bourton-on-the Water.	.	494	16	.	36	.	.	546	220
Bath, St. Saviour's	.	588	.	.	.	.	.	648	290
	Architect, &c. 60*l.*								
Outwell	63	230	.	.	.	.	20	493	169
Paulton	.	227	.	.	.	.	.	245	45
	Architect, &c., 12*l.*								
Spotland	Estimated cost, 40*l.*			.	.	.	.	.	15 10*s.* for repairs.
				£. s. d.					
	Fixtures, &c.			. 15 9 6					
	Repairs			. 15 10 4					
Richmond, Yorkshire.	200	1,150 buildings.	.	.	10	.	.	1,360	500
Bottwnog	.	.	.	.	.	.	.	.	.
Shuttleworth . .	.	.	.	.	.	.	.	.	.
Lofthouse	.	.	.	.	.	.	.	.	.

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£ 300 N. S.	£ .	£ .	£ 834	£ .	£ .	£ 20	£ children's pence.	£ .	£ .	£ 450
100 N. S.	.	.	325	55	11	.	35	.	101	200
. .	.	.	215	7 10	.	.	5 15	.	13	75
. .	.	.	1,100	(See next case.)		.	.	.	.	360
(See preceding case. The subscriptions for both schools are mixed together.)	.	.	.	Cannot be accurately stated at present; but there is no doubt that the collections, subscriptions, and fees will suffice for the support of the schools.						136
. .	.	.	370	.	12	10 7 7	56	.	78	100
. .	.	.	(Not stated.)	(Not stated.)			.	.	.	102
100 N. S. 30 Diocesan Board.	.	.	218	70	20 sermons.	.	25	.	115	150
. .	.	.	410	An annual grant of 50*l.* has been voted by Trustees of Outwell Town Stock.						130
30 N. S. 15 Diocesan Board.	.	.	200	(Not stated.)		.	.	.	.	50
. .	.	.	.	80	30	.	60	.	170	15*l.* 9*s.* 6*d.*
120 N. S.	.	.	.	80	30 Ripon Diocesan Society.	.	30	.	140	400
. .	.	.	.	.	.	.	.	.	.	14
. .	.	.	.	.	.	.	.	.	.	25
.	.	.	.	.	.	.	.	.	.	50

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
For additional grant	Burton-upon-Humber.	N.	.	.	.	.	.	.	.
Ditto.	Otley	N.	.	.	.	.	.	.	.
Ditto.	Bideford	N.	.	.	.	.	.	.	.
Ditto.	Bugbrooke	N.	.	.	.	.	.	.	.
Ditto.	Hackney Road (Anne's Place).	B.	.	.	.	.	.	.	.
Ditto.	Hurdsfield	N.	.	.	.	.	.		.
Erecting boundary wall, closing in a sewer, and putting up a gallery.	Nantwich	N.	.	.	.	.	.	.	.
For additional grant	Skipsea	N.	.	.	.	.	.	.	.
Purchasing building to be converted into a school-house.	Pannal	N.	2	.	.	.	.	.	.
The erection of a school, with residence.	Chipping-Barnet.	Endowed school.	.	.	Not stated.			.	.
For additional grant	Yardley	N.	.	.	.	.	.	.	.
Ditto.	Llandovery . . .	N.	.	.	.	.	.	.	.
Discharging a debt	Oldland	N.	.	.	.	.	.	.	.
The erection of a school-house, with master's residence.	Wakefield (St. Andrew's).	N.	3	.	.	.	.	.	.
The erection of a school-house . .	Maryport	B.	.	.	.	.	.	13	.
The erection of a school, with residence.	Newport	B.	.	.	.	.	.	.	.
Ditto.	Shorewood. . . .	N.	2	.	.	.	.	.	.
Ditto.	Harpley	N.	2	2	.	.	.	.	
Ditto.	Dilton's Marsh . .	N.	2	2	.	.	.	.	.
Ditto.	St. Monan's . . .	S.	1	2	.	.	.	.	.
The erection of a school-house . .	Tillicoultry . . .	S	1	4	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	,
. .	. .	.	. .	.	. .	.	,
. .	. .	.	. .	.	. .	.	,
. .	. .	.	. .		. .	.	,
. .	. .	.	. .	.	. .	,	,
. .	.	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	,
. .		1,300	. .	.	One in a dilapidated state.	.	180
. .	. .	.	. .	.	. .	.	85
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
212 by 57 feet.	900 sq yards.	2,300	.	.	A Calvinistic school. A Methodists' Sunday school.	25	320
60 by 30 feet.	52 by 27 feet.	5,411	. .	.	School of Industry National school . .	20 girls 150	167
. .	44 by 39 feet.	10,000	Free grammar school. Blue-coat school for girls.	20 boys	National school. British school. Grey-coat school for girls.	.	165
29 by 104 feet.	A large piece of waste land.	456	. .	.	One or two rooms, holding about	40	120
¼ an acre.	. . .	390	. .	.	Four schools in cottages, each	15	74
34 yards.	1,330 sq. yards.	2,000	. .	.	A B. and F. school under a young woman. Three or four dame schools.	100	201 .
.	Residue of site.	1,157	. .	.	One parochial school. One private ditto.		120
120 by 89 feet.	900 sq. yards.	3,000	. .	.	. .	.	250

(*Continued on pages* 490, 491.)

At	Total Estimated Expense of School Building.								Amount subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Burton-upon Humber.	.	.	.	.	.	.	.	.	.
Otley	.	.	.	.	.	.	.	.	.
Bideford	.	.	.	.	.	.	.	.	.
Bugbrooke . . .	.	.	.	.	.	.	.	.	.
Hackney Road (Anne's Place).	.	.	.	.	.	.	.	.	.
Hurdsfield . . .	.	.	.	.	.	.	.	.	.
Nantwich	.	.	10 gallery.	.	65 wall.	.	.	.	.
Skipsea	.	.	.	.	.	.	.	.	.
Pannal	School-room, with cottage and garden, can be purchased for 200*l.*					.	.	.	.
Chipping-Barnet.	Estimated cost, 226*l.*			.	.	.	.	.	130
Yardley	.	.	.	.	.	.	.	.	.
Llandovery . . .	.	.	.	.	.	.	.	.	.
Oldland	Amount of debt, 25*l.*			.	.	.	.	.	.
Wakefield (St. Andrew's).	100	300	50	.	70 and draining	.	180	845	45
	Law expenses, 25*l.* Below estimate, 120*l.*								
Maryport	11	221	30	.	26 and gates.	.	7*l.* 10*s.* stove.	309	145
	Titles, 13*l.*								
Newport	195	302	23	.	.	.	210	757	400
	Law expenses, 25*l.*								
Shorewood . . .	.	280	20	.	.	.	.	300	80
		buildings.							
Harpley	.	110	33	.	.	.	97	250	125
	Law expenses, 10*l.*								
Dilton's Marsh .	50	384 and fittings.	.	.	10	.	176	660	182
	Law expenses, 10*l.*; architect, 30*l.*								
St. Monan's . . .	Estimated cost, 250*l.*			.	.	.	.	.	100
Tillicoultry . . .	40 annual fee.	350	.	.	30	.	.	394	160
	Law expenses, 10*l.*								

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	.	.	.	.	.	.	.	50
. .	.	.	.	.	.	.	.	.	.	32
. .	.	.	.	.	.	.	.	.	.	25
. .	.	.	.	.	.	.	.	.	.	27
. .	.	.	.	.	.	.	.	.	.	40
. .	.	.	.	.	.	.	.	.	.	20
. .	.	.	.	.	.	.	.	.	.	55
. .	.	.	.	.	.	.	.	.	.	25
. .	(Nil.)	.	.	.	.	(Not stated.)		.	.	90
. .	.	.	100	.	.	(Not stated.)		.	.	60
. .	.	.	.	.	.	.	.	.	.	5
. .	.	.	.	.	.	.	.	.	.	80
. .	.	.	.	.	.	.	.	.	.	25
. .	.	100 site.	700	10	5	.	65	.	80	320
. .	.	.	165	40	5	.	50	.	95	100
. .	.	.	257	63	14	.	.	.	77	150
60 N. S.	.	.	160	20	.	.	30	.	50	80
. .	.	.	125	28	.	.	10	.	38	62
. .	30 hauling.	50 site.	400	School will be principally supported by fees, and any deficiency made up by subscription.						150
. .	.	.	150	.	.	.	35	.	.	100
.	.	.	230	25	10	.	50	.	85	185

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
Enlarging school-house	Woodhouse, St. Mark's	N.	.	.	.	.	.	.	.
Enlarging school and building a new school-room.	Kensington Gravel Pits.	N.	.	.	.		.	.	.
For additional grant	Downside, Ch. Ch.	N.	.	.	.	.	.	.	.
Ditto	Whitchurch . .	N	.	.	.	.	.	.	.
Enlarging school-house	Braunston	N.	.	.	Not stated.			.	.
The erection of a master's house.	Colmworth . . .	N.	.	.	.	.	.	.	.
Improving school-house	Breage	N.	.	.	.	.	.	.	.
The erection of schools, with residence.	Pontnewydd. . .	N.	3	2	.	.	.	.	.
Rebuilding school and residence.	Headingley . . .	N.	.	.	Fourteen.			.	.
The erection of a school, with master's house.	Coalpit Heath, near Bristol.	N.	1	5	.	.	.	.	.
The erection of a school, with residence.	Delamere Forest .	N.	3	.	.	.	.	.	.
Ditto.	Norbury.	N.	1	1	.	.	.	.	.
The erection of a school-house .	Salcombe	N.	1	and 2 Churchwardens.					.
The erection of a school, with residence.	Pendlebury, St. John's.	N.	1	and Churchwardens of St. John's.					.
The erection of a school-house .	Zeals	N.	3	.	.	.	.	.	.
The erection of a school, with residence.	Hampstead, West end.	N.	1	and Churchwardens.					.
The erection of a school, with master's house.	Hazlewood. . . .	N.	2	.	.	.	.	.	.

Extent of		Population of District from which children will assemble.	Endowments in District.		Existing School in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	.	. .	.	. .	.	.
66 by 60 feet.	747 sq. feet.	4,500	Kensington Charity School.	.	Peel-street school (Dissenting.)	92	212
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	Parish green.	1,479	. .	.	Wesleyans and Baptists have each a Sunday school.	.	114
. .	. .	.	. .	.	. .	.	68
. .	. .	.	. .	.	. .	.	.
1,276 sq. yards.	836 sq. yards.	4,000	. .	.	Mrs Williams's school, and one other for the working classes.	.	367
1 rood 12 perches.	. .	1,600	. .	.	One.	100	240
¼ an acre.	. .	2,300	. .	.	. .	.	183
1 acre.	½ of an acre.	1,000	. .	.	. .	.	236
¼ an acre.	¼ of an acre.	450	. .	.	. .	.	47
. .	43 by 30 feet.	1,500	. .	.	. .	.	274
50 by 30 yards.	Residue of site.	2,300	. .	.	One infant school.	.	270
1 rood 13 perches.	¼ of an acre, and adjoining common.	600	. .	.	A small hired room in a poor cottage.	.	84
21 perches 16 yards.	Village green.	1,500	. .	.	A room 12 feet square, used as a dame's school.	.	144
1,088 sq. yards.	373 sq. yards.	700	. .	.	. .	.	69

(*Continued on pages* 494, 495.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Woodhouse, St. Marks	Estimated cost, 450*l.*			.	.	.	.	.	150
Kensington Gravel Pits.	100	250 Law expenses and plans, 150*l.*	200 enlargement.	.	.	.	.	.	150
Downside, Ch. Ch.	.	.	.	.	.	.	.	.	.
Whitchurch . .	.	.	.	.	.	.	.	.	.
Braunston . . .	.	212	10	.	.	5 spouting	.	227	100
Colmworth . . .	Estimated cost, 160*l.*			.	.	.	.	.	68
Breage	Cost of improvements, 25*l.* 9*s.* 6*d.* Debt on building fund, 19*l.* 7*s.* 10*d.*				45*l.*	.	.	.	.
Pontnewyyd . .	85	440 Law expenses, 16*l.*	90	.	60	.	145	836	320
Headingley . . .	School and house, 665*l.*			.	.	.	.	.	377
Coalpit Heath, near Bristol	.	450 and house.	50	.	.	.	.	500	255
Delamere Forest	.	700 and house.	.	100 team-work.	20	20 walling and fences.	30 hot-water apparatus.	.	627
Norbury	40	95 Law expenses, &c. 5*l.*	145	11 desks.	21	11 sundries.	.	329	241
Salcombe	.	249	.	.	50 excavating.	.	.	300	120
Pendlebury, St. John's.	140	. Law expenses, 11*l.*;	40 architect, 35*l.*	.	93	.	84	901	500
Zeals	.	220 Law expenses, 10*l.*	10	.	5	.	5 sundries.	250	25 and site.
Hampstead, West end.	.	340	.	15	.	.	145	500	294
Hazlewood . . .	20	200 Architect, 25*l.*	.	25	.	.	203	472	200

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	300	.	.	.	.	.	.	200
80 N. S.	.	100 site.	220	.	.	(Not stated.)		.	.	212
. .	.	.	.	.	.	.	.	.	. .	15
. .	.	.	.	.	.	.	.	.	. .	66
. .	.	.	127	11	.	69	11	.	91	60
20 Bedford District Education Society.	.	.	72	15	1*l.*10*s.*	8*l.*17*s.* 2*d.*	6*l.*10*s.*	.	32	40
. .	.	.	.	.	.	.	.	.	.	30
. .	.	.	516	The school will be almost wholly supported by Mr. Williams, the children paying 1*d.* a-week.						300
80 N. S.	.	.	187	.	25	7	42	.	77	187
. .	.	.	245	15	5	.	30	.	50	120
. .	.	.	About 213	50	.	.	20	.	70	150
30 N. S.	.	.	87	10 House and garden rent free.	.	.	10	.	.	47
. .	.	.	150 to 170	12	.	.	50	.	62	150
. .	.	.	411	20 The Congregation of St. John's will support the School.	40	.	50	.	110	270
. .	.	.	225	7	3	.	8	.	18	42
50 N. S.	.	.	156	30	20	.	16	.	66	110
50 N. S.	.	.	200	.	15	.	10	.	25	60

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school, with residence.	Pelsall	N.	2	.	.	.	.	.	.
The erection of a school-house . .	Hindringham . .	N.	1	and 2 Churchwardens.					.
New-flooring school	Northfleet	N.	.	.	.	.	.	.	.
The erection of a mistress's house	Blakenhall. . . .	N.	.	.	.	.	.	.	.
For additional grant	Honley	N.	.	.	.	.	.	.	.
Ditto.	Burton-on-Trent .	N.	.	.	.	.	.	.	.
Ditto.	Areley Kings . .	N.	.	.	.		.	.	.
The erection of a school, with residence.	Hawes.	N.	2	.	.	.	3	.	.
Ditto.	Ickleshame . . .	N.	1	Churchwardens and Overseers.					
Ditto.	Glinton	N.	1	and Churchwardens.					
Ditto.	Stowting	N.	1	and Churchwardens.					
Ditto.	Llanengan. . . .	N.	2	2	and 2 Churchwardens.				
Enlarging school-house	Witheridge . . .	Endowed school.	3	1	and 2 Churchwardens.				
The erection of a school-house . .	Luton.	N.	4	3	.	.	.	.	.
Providing fittings	Greatham	N.	2	4	.	.	.	.	
The erection of a school house, with residences.	Huddersfield . . .	N.	.	.	.	.	.	.	.
For additional grant	Alloa	S.	.	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
65 by 27 feet.	Common.	1,100	One of 10*l.* of which 6*l.* is for school.	.	. .	.	133
.	.	1,068	. .	.	A dame school in each parish.	.	103
. .	. .	.	. .	.	. .	.	.
. .	. .	1,800	. .	.	One Roman Catholic.	.	109
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	
770 yards.	600 yards.	1,600	One at Hawes of 17*l.* a-year.	5	Three private schools.	.	192
57 yards.	Girls, 5,168 superficial feet. Boys, 3,990 superficial feet.	700	.	.	Three small dame schools.	.	122
¼ of an acre.	64 by 20 feet.	596	Funds to the amount of 28*l.*	.	One	60	155
127 by 78 feet.	Residue of site.	270	. .	.	. .	.	59
2 roods.	Two, each 60 feet square.	1,016	One, where master receives 20*l.* per annum.	.	A grant of 100*l.* has been made towards the erection of a British school.	.	157
73 by 23 feet.	. .	2,500	Only that for which grant is sought.	45	. .	.	177
124 sq. yards. by 35 feet.	382 sq. yards.	750	. .	.	Small dame schools	.	120
. .	. .	620	. .	.	Barrington school	75	52
1,300 sq. yards.	Residue of site.	10,000	. .	.	Two National schools. Two Sunday ditto.	.	204
. .	. .	[illegible]	.	.	. .	.	.

(*Continued on pages* 498, 499.)

At	Total Estimated Expense of School Building.								Amount subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Pelsa	.	.	.	Between 300*l.* and 400*l.*			.	.	110
Hindringham . .	.	170	.	.	10	.	.	196	90
	Law expenses, 16*l.*								
Northfleet . . .	Estimated cost, 49*l.*			.	.	.	.	.	10
Blakenhall . . .	.	.	.	.	.	.	150	.	.
Honley	.	.	.	.	.	.	.	.	.
Burton-on-Trent	.	.	.	.	.	.	.	.	.
Areley Kings . .	.	.	.	.	.	.	.	.	.
Hawes	25	192	.	.	7	.	131	360	170
	Law expenses, 5*l.*								
Icklesham . . .	20 given.	400	.	.	50 and privies.	.	200	670	187
Glinton	.	380 and house.	.	Law expenses, 10*l.*; other expenses, 30*l.*				420	250
Stowting	120 and old poor house.	.	.	.	15	.	.	460	.
	Converting it into school, with master's house, 315*l.* Law expenses, 10*l.*								
Llanengan . . .	given.	170	.	.	25	.	118	313	150
Witheridge . . .	Estimated cost, 286*l.*			.	.	.	.	.	100
Luton	70	202 and fittings.	.	Law expenses, 40*l.*; other expenses, 50*l.*	45	.	.	407	200
Greatham . . .	Estimated cost, 45*l.*			.	.	.	.	.	.
Huddersfield . .	.	240	.	.	.	.	210 two houses.	550	150
Alloa	.	.	.	.	.	.	.	.	.

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
50 N. S.	.	.	180	8	6	6	25	.	45	90
25 N. S.	.	.	81	20	.	.	2*d.* a-week	.	.	5
. .	.	.	39	.	.	.	.	.	.	25
40 N S.	.	.	110	.	10	.	10	.	20	3
. .	.	.	.	.	.		.	.	.	100
. .	.	.	.	.	.	.			.	35
. .	.	.	.	.	.	.	.	.	.	10
. .	.	.	190	25	6	.	10	.	41	135
. .	.	50 cartage.	200	14	3	.	8	.	25	110
. .	.	.	180	.	.	28	0	9 from church wardens.	57	110
(Not stated.)	.	.	.	8	4 sermon.	.	1*d.* a-week	.	.	53
				The remaining expenses are paid by the Rector.						
70 N. S.	. .	40 site.	80	20*l.* subscribed by owners of land.		.	17	House and garden, valued at 8*l.* a-year.		80
. .	.	.	185	.	.	21 and house.	23	.	44	95
. .	.	.	207	Children's pence, a free subscription, and annual sermon.						60*
. .	.	.	.	11	.	.	10	2 12 6 for Sunday school.	.	30
150 N. S.	.	.	250	(Not particularized.)			.	.	.	204
. .	.	.	.	.	.	.	.		.	101

* Walls, 9 inches.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
For additional grant	Derby, Curzon-street.	N.	.	.	.	.	.	.	.
Ditto.	Brackenfield . . .	N.	.	.	.	.	.	.	.
Ditto.	Dilton's Marsh . .	N.	.	.	.	.	.	.	.
The erection of a school, with residence.	Hawkesbury . . .	N.	1	.	.	.	.	.	.
For additional grant	Llanrhyddlad . .	N.	.	.	.	.	.	.	.
Ditto.	Sandgate	N.	.	.	.	.	.	.	.
The erection of a school, with mistress's house.	Elstead	N.	1	and Churchwardens.					-
The erection of a school, with residence.	Dodderhill	N.	1	and Churchwardens.					.
The erection of a school, with mistress's house.	Sandon	N.	1	and Churchwardens.					.
Altering and repairing school-house.	Pensnett	N.	.	.	.	.	.	.	.
The erection of a school-house . .	Yelden	N.	3	.	.	.	.	.	-
The erection of a school, with master's house.	Mabyn, Saint . .	N.	4	1	.	.	.	.	.
For additional grant	Blakenhall	N.	.	.	.	.	.	.	.
Ditto.	Scammonden . .	N.	.	.	.	.	.	.	.
Ditto.	Leyland	N.	.	.	.	.	.	.	.
The erection of a school-house . .	Bratton	N.	.	.	.	.	.	.	.
Ditto.	Holmside	N.	2		.	.	.	.	.
Ditto.	Withernwick . . .	N.	.		.	.	.	.	.
The erection of a school-house, with residence.	Beddingham . .	N.	1	2 and 2 Churchwardens.					

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	.	. . .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	40 perches.	2,230	11*l.* per annum for which will be given to the proposed school	12 boys	One dame school	16	131
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .		. .	.	.
90 by 40 feet.	. .	800	. .	.	One Dissenting school.	50	92
1,000 sq. yards.	Residue of site.	1,800	. .	.	. .	.	146
. .	.	830	. .	.	One day and Sunday school.	.	90
. .	450	4,500	. .	.	. .	.	300
35 by 13 yards.	Residue of site.	340	. .	.	. .	.	81
46 feet.	100 by 50 feet.	900	One of 3*l.* a-year.	.	A boys' school in rectory stable. A girls' school in rectory house.	.	168
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	729	. .	.	A British school .	.	72
. .	.	1,000	. .	.	. .	.	84
. .	. .	450	Interest of 45*l.* for education of poor children.	.	Two, the master of one of them receiving the interest of 45*l.*	.	101
¼ of an acre.	Residue of site.	318	. .	.	One in the vestry.		53

(*Continued on pages* 502, 503.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Derby, Curzon-street.	.	.	.	.	.	.	.	.	.
Brackenfield . .	.	.	.	.	.	.	.	.	.
Dilton's Marsh .	.	.	.	.	.	.	.	.	.
Hawkesbury . .	40	480	Law expenses, 10*l.*	.	.	.	120	650	280
Llaurhyddlad . .	.	.	.	.	.	.	.	.	.
Sandgate	.	.	.	.	.	.	.	.	.
Elstead	Estimated cost, 150*l.*			.	.	.	.	.	50
Dodderhill . . .	Estimated cost, 350*l.*			.	.	.	.	.	176
Sandon	.	.	.	.	5	.	70	75	.
Pensnett	Estimated cost, 130*l.*			.	.	.	.	.	20
Yelden	15	180	15 Law expenses, 5*l.*	.	10	.	40 various.	265	50
Mabyn, Saint . .	70	255	10 Law expenses, 10*l.* well.	.	25	.	95	465	197
Blakenhall. . . .	.	.	.	.	.	.	.	.	.
Scammonden .	.	.	.	.	.	.	.	.	.
Leyland	.	.	.	.	.	.	.	.	.
Bratton	Estimated cost, 134*l.*			.	.	.	.	.	.
Holmside	.	125	. Law expenses, 15*l.*	.	6	.	11 privies.	137	62
Withernwick . .	Estimated cost, 180*l.*			.	.	.	.	.	100
Beddingham .	.	140	.	.	20	.	125	285	.

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	.	.	.	.	.	.	.	20
. .	.	.	.	.	.	.	.	.	.	25
. .	.	.	.	.	.	.	.	.	.	50
. .	.	.	370	.	.	11	.	.	.	125
. .	.	.	.	.	.	.	.	.		25
. .	.	.	.	.	.	.	.	.	.	50
. .	.	.	125	12	.	.	1*d.* a-week.	.	.	75
. .		.	170	7	5	4	24	.	40	100
. .	.	.	.	16	.	.	8	.	24	20
40 N. S. 10 Diocesan Society.	.	.	60	35	.	.	40	.	75	60
. .	.	15 site.	150	The Rector will support the school during his incumbency.			6	.	.	45
. .	.	70 site. 10 labour.	200	.	7	.	5	.	12	110
. .		.	.	.	.	.	.	.	.	5
. .	.	.	.	.	.	.	.	.	.	15
. .	.	.	.	.	.	.	.	.	.	20
. .	.	.	84	Schoolmistress's salary (16*s.* 6*d.* a-week) has hitherto been collected, and there is every reason to expect that it will still be so.						50
35 N. S. 15 Diocesan Board.	.	.	47	6	.	.	34	.	40	42
.	.	.	100	24	2	2*l.* 5*s.*	8	.	36	55
(Not stated.)	.	.	Intended to be made up.	35	.	.	8	.	43	53

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school with mistress's house.	Cann, St. Rumbold.	N.	1	Churchwardens and Overseers.					
Enlarging and making additions to school-house.	Ruston, East . . .	N.	1	and Churchwardens.					
For additional grant	Castle Eden . . .	N.	.	.	.	.	.	.	.
Ditto.	Southwark, St. Mary.	N.	.	.	.	.	.	.	.
Ditto.	Southwark, St. Mary. (Infant school).	N.	.	.	.	.	.	.	.
The erection of schools, with residences.	Macclesfield, St. Peter's.	N.	1	.	.	.	.	.	.
The erection of a school-house, with residence.	Birchington . . .	N.	3	.	.	.	.	.	.
The erection of a school-house . .	Cottishall	N.	2	.	.	.	.	.	.
Ditto.	Canterbury . . .	B.	.	.	.	.	.	3	.
Ditto.	Harborough Magna.	N.	1	and 2 Churchwardens.					.
Ditto.	Combe Florey . .	N.	1	and 1 Churchwarden.					.
Ditto.	Trowse Newton .	N.	1	and 2 Churchwardens.					.
Defraying a debt.	Aylsham	N.	.	.	.	.	.	.	.
The erection of a school-house. .	Forfar	S.	Magistrates and Town Council of the Burgh; 19 in number.						
The erection of a school-house, with residence.	Ensham	N.	1	1	and 2 Churchwardens.				

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
50 by 40 feet.	A small portion.	524	. .	.	One (temporary) in a cottage.	.	90
¼ an acre.	Residue of site.	1,000	. .	.	. .	.	37
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
546 sq. yards.	. .	4,000	. .	.	Two private schools.	.	405
314 by 70 feet.	60 ft. square.	1,130	Crispe's Charity for 12 boys and girls.	.	. .	.	124
90 by 81 feet.	90 by 48 feet.	1,800	One of 10*l*. . . .	10	Two schools. Rooms hired.	120	180
60 by 36 feet.	20 by 16 feet.	18,000	Not known. . .	.	National schools: 396 boys, 221 girls	607	238
					Poor Priests' Hospital.	16	
					Blue-coat and Grey school: 30 boys and 30 girls. . .	60	
					Jesus Hospital . . .	12	
					Canterbury British	300	
156 by 53 feet.	834 sq. yards.	370	. .	.	. .	.	102
6 yards.	. .	310	. .	.	One parish school, held in a cottage.	30	58
9 perches.	A yard and the common.	1,350	. .	.	One day school.	50	133
. .	. .	2,500	. .	.	. .	.	65
. .	65 poles.	3,000	. .	.	. .	.	400
132 by 84 feet.	66 by 60 feet, for each school.	2,000	Bartholomew's Charity. The land lets for 40*l*.	12 boys	Endowed school.	12 boys	276
					Dissenting school	12 boys	

(*Continued on pages* 506, 507.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Cann, St. Rumbold.	.	230	40	.	.	.	70	340	185
Rustan, East . .	.	52 Extras, 2*l.*	10	.	1	1*l.* 1*s.* plans.	.	66	26
Castle Eden . . .	.	.	.	.	.	.	.	.	.
Southwark, St. Mary.	.	.	.	.	.	.	.	.	.
Southwark, St. Mary, (Infant school.)	.	.	.	.	.	.	.	.	.
Macclesfield, St. Peter's.	70	860 Legal expenses, 50*l.*	100	.	80 and railings.	.	.	1,160	100
Birchington . . .	.	156 Legal expenses, 15*l.*	35	.	6	42 various.	169	423	181
Cottishall . .	.	373 Law expenses, 7*l.*	20	.	.	.	.	400	200
Canterbury . . .	.	350	.	.	.	.	.	400	140
Harborough Magna.	.	196 Making walls 14-inch thick, &c., 38*l.*	.	.	14	4 surveyor.	.	253	120
Combe Florey . .	Estimated cost from 80*l.* to 90*l.*				.	.	.	.	55
Trowse Newton .	.	205 Architect, 10*l.*	39	.	.	.	.	254	104
Aylsham	.	.	.	.	.	.	.	.	.
Forfar	81	365 Law expenses, 5*l.*; architect, 5*l.* 5*s.*	.	.	41	11	11 various.	520	269
Ensham	Estimated cost, 500*l.*			.	.	.	.	.	240

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	130	12	.	.	6	.	18	70
. .	.	.	40	22	.	.	8*s.* a week.	.	.	37
. .	.	.	.	.	.	.	.			50
. .	.	.	.	.	.	.	.	.	.	45
. .	.	.	.	.	.	.	.	.	.	46
. .	.	.	.	The children's pence will form an important item towards defraying the expenses.						405
30 N. S. 70 Canterbury Diocesan Board.	.	.	142	25	.	20 teacher, as parish clerk.	26	.	1	107
. .		.	200	47	.	.	28	12*s.* needlework.	76	100
. .	.	.	200	(Not stated).		.	.	.	.	120
. .	.	.	153	27	.	.	11	.	38	70
10 N. S. (included.) 10 Diocesan Board (included.)	.	.	30	16	.	.	2	.	18	30
. .	.	.	150	.	.	.	2*d.* a-week.	.	.	70
. .	.	.	60	.	.	.	.	.	.	32*l.* 10*s.**
. .	.	.	260	An allowance of not less than 20*l.* from Magistrates and Town Council.			30	.	50	200
. .	.	.	Not known.	10	15	.	40	.	65	180

* Walls, only 9 inches.

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in ?	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school-house, with residence.	Penmarle	N.	4	.	.	.	.	.	.
The erection of a school-house .	Horninglow . . .	N.	1	and 5 others.			.	.	.
The erection of a school-house and residence.	Egerton, St.James	N.	1	.	.	.	.	.	.
Ditto.	Sarisbury	N.	1	3	.	.	.	.	.
Ditto.	Milford	N.	1	1	.	.	2	.	.
Ditto.	Bowers Gifford. .	N.	2	.	.	.	.	.	.
The erection of a master's house	Mortlake	B.	The Trustees of the school; in number.						9
For additional grant	Crosby-upon-Eden	N.	.	.	.	.	.	.	.
Discharging legal expenses, omitted in former grant.	Withy-combe, Rawleigh.	N.	.	.	.	.	.	.	.
For additional grant	Redditch	N.	.	.	.	.	.	.	.
Liquidating debt and completing schools and residence.	Dunbar	S.	The Provost and 6 others.						.
For additional grant	Camberwell . . .	B.	.	.	.	.	.	.	.
The erection of a master's house	Etruria	N.	.	.	.	.	.	.	.
For additional grant	Gloucester, St. Michael's.	N	.	.	.	.	.	.	.
Ditto.	Boylestone . . .	N.	.	.	.	.	.	.	.
The erection of a master's house	Birmingham, St. Thomas.	N.	.	.	2	4	.	1	.
For additional grant	Littleport	N.	.	.	.	.	.	.	.
Ditto	Willand	N.	.	.	.	.	.	.	.
Ditto.	Cartmel. . . .	N.	.	.	.	.	.	.	.
The erection of a school-house. .	Wolverhampton	N.	2	.	1	.	.	3	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	486	. .	.	One Sunday school 13 boys, 13 girls . One ditto and daily	26 22	138 .
A triangle, 50, 60, and 70 feet.	. .	700	.	.	Two dame schools.	12	75
¼ an acre.	¼ of an acre.	890	. .	.	One dame school One Sunday ,, (Dissenting.) One Church school	. 120	150
¼ an acre.	. .	1,025	. .	.	One infant. . . . One girls'	25 20	62
84 by 70 feet.	.	1,000	. .	.	. .	.	80
90 by 36 feet.	50 by 36 feet.	553	. .	.	One Sunday school One dame school.	.	70
. .	. .	5,000	. .	.	. .	.	.
.	. .	.	. .	.	. .	.	.
.	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
98 by 50 feet.	291 sq. yards.	3,500	. .	.	. .	.	174
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	.	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
44 by 27 feet.	. .	18,000	. .	.	One Lancasterian One girls' school.	250 80	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
60 by 70 feet.	. .	12,000	Blue-coat school Roman Catholic Wesleyan Sunday. Baptist Sunday.	.	Blue-coat . . . . Roman Catholic . Wesleyan Sunday Baptist Sunday .	150 160 400 70	547

(*Continued on pages* 510 511.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Penmarle	.	94	15	.	.	.	.	109	35
Horninglow . . .	.	120 Law expenses, 7*l*.	.	.	20	.	.	147	90
Egerton, St. James	.	383 Law expenses, 10*l*.	.	.	200	.	200	643	235
Sarisbury	.	151 Architect, 12*l*.	12	.	.	.	133	308	130
Milford	Estimated cost, 400*l*.				.	.	.	.	110
Bowers Gifford. .	Estimated expense, 285*l*.			.	.	.	.	.	185
Mortlake	50	.	.	.	.	.	150	200	50
Crosby-upon-Eden	.	.	.	.	.	.	.	.	.
Withy-combe, Rawleigh.	.	.	.	.	.	.	.	9 5 10	.
Redditch	.	.	.	.	.	.	.	.	.
Dunbar	60	443	99 completing school.	.	.	.	.	601	385
Camberwell . . .	.	.	.	.	.	.	.	.	.
Etruria	.	.	.	.	.		115	115	45
Gloucester, St. Michael's	.	.	.	.	.	.	.	.	.
Boylestone . . .	.	.	.	.	.	.	.	.	
Birmingham, St. Thomas.	.	.	.	.	.	.	200	200	.
Littleport	.	.	.	.	.	.	.	.	.
Willand	.	.	.	.	.	.	.	.	
Cartmel	.	.	.	.	.	.	.	.	.
Wolverhampton -	300	1120 and fences, &c.	. Law expenses 30*l*.	.	.	.	.	1,450	501

Amount Contributed by any Society, or Societies naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School-Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	Not known.	10	.	.	4*s.* to 5*s.* weekly.	.	.	70
. .	.	.	50	10	.	.	5 15	.	.	40
80 N. S. 75 Diocesan Board.	.	70 carting materials.	183	30	5	.	17	.	52	125
. .	.	.	150 to 180	20 to 630	.	.	8	.	.	62
. .	.	.	290	20	.	.	35	.	55	80
. .	.	.	100	(Not stated.)		.	.	.	.	70
. .	.	.	150	30	.	.	3*d.* a-week.	.	.	50
. .	.	.	.	.	.	.		.	.	25
. .	.			.	.	.	.	.	.	91.5*s* 10*d.*
. .	.	.	.	.	.	.	.	.	.	150
. .	.	.	216	8	17	5 needle-work.	20	.	50	174
. .	.	.	.	.	.	.	.	.	.	60
30 N. S. (included.)	.	.	.	.	.	.	.	.	.	30
. .	.	.	.	.	.	.	.	.	.	70
. .	.	.	.	.	.	.	.	.	.	15
. .	.	.	.	50	.	.	100	.	150	50
. .	.	.	.	.	.	.	.	.	.	100
. .	.	.	.	.	.	.	.	.	.	10
. .	.	.	.	.	.	.	.	.	.	18*l.* 4*s.*
. .	.	.	950	100	30	.	50	.	180	547

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
Rebuilding school-house	Cheddon . . .	N.	Rector and Churchwardens have the direction.						.
The erection of a school-house . .	Monk Bretton . .	N.	3	.	.	.	.	.	.
For additional grant	Midsomer Norton.	N.	.	.	.	.	.	.	.
Ditto.	Yonge.	N.	.	.	.	.	.	.	.
Ditto.	Paulton	N.	.	.	.	.	.	.	.
Erecting coal-house and privy . .	Allerston	N.	.	.	.	.	.	.	.
The erection of a school-house .	Flimby	N.	.	.	Twenty-five.			.	.
For additional grant	Rushall	N.	.	.	.	.	.	.	.
Ditto.	Mark	N.	.	.	.	.	.	.	.
Ditto.	Birchington . . .	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Clapham, St. John's.	N.	1	.	.	.	.	.	.
The erection of a school, with mistress's house.	Hambridge. . . .	N.	1	and 2 Churchwardens.					.
The erection of a school-house . .	Bristol, St. Jude .	N.	1	and 2 Churchwardens.					.
For additional grant	Frodingham, North.	N.	.	.	.	.	.	.	.
Ditto.	Wargrave	N.	.	.	.	.	.	.	.
Ditto.	Malew, St. Mark's.	N.	.	.	.	.	.	.	.
Liquidating a debt, and erecting a girls' school (additional grant).	Warwick, St. Mary	N.	.	.	.	.	.	.	.
The erection of a school-house . .	Gargrave	N.	1	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		No. of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
¾ of an acre.	. .	360	School and premises, 2 of 4*l.* each.	.	. .	.	180
53 by 63 feet.	Residue of site.	2,500	A small one at Cudworth.	.	One at Monk Bretton. One at Cudworth.	60 40	302 .
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
357 sq. yards.	Residue of site.	547	. .	.	Two dame schools	35	117
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
6,000 superficial feet.	1,800 superficial feet.	2,500	. .	.	One infant school.	80	224
135 by 30 feet.	. .	Not stated.	. .	.	One dame school .	7	102
60 feet from front to rear.	None required.	4,800	. .	.	Some small dame schools and an infant school, both supported by Quakers, and accommodating 70 children.	.	213
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	7,000	Sundry small sums.	.	Several small schools.	.	345
667 sq. yards.	365 sq. yards.	1,800	One of 15*l.* a-year for a grammar school.	.	One Baptist . . . Four dames'. One Church of England.	25 50	256

(*Continued on pages* 514, 515.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-room.	Fittings.	Books and Apparatus.	Fences.	Levellings, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Cheddon	Estimated cost, 154*l.*			.	.	.	.	.	70
Monk Bretton . .	28	345	40	.	.	.	.	420	80
	Law expenses, 7*l.*								
Midsomer Norton	.	.	.	.	.	.	.	.	
Yonge.	.	.	.	.	.	.	.	.	.
Paulton	.	.	.	.	.	.	.	.	.
Allerston	Estimated cost, 8*l.* 1*s.* 6*d.*			.	.	.	.	.	.
Flimby	Estimated cost, 130*l.*			.	.	.	.	.	61
Rushall	.	.	.	.	.	.	.	.	.
Mark	.	.	.	.	.	.	.	.	.
Birchington . . .	.	.	.	.	.	.	.	.	.
Clapham, St. John's.	200	820	.	.	125	.	180	1,417	1,000
	Law expenses, 25*l.*; commission, plans, &c., 67*l.*								
Hambridge . . .	5*l.* 5*s.*	195	.	5 sundries	.	15 cartage.	103	352	194
	Law expenses, 7*l.* stone, 20*l.*								
Bristol, St. Jude .	150	180	.	.	5	.	5 various.	340	110
Frodingham, North.		.	.	.	.	.	.	.	.
Wargrave	.	.	.	.	.	.	.	.	.
Malew, St. Mark's	.	.	.	.	.	.	.	.	.
Warwick, St. Mary	.	(Not stated.)		.	.	.	.	.	.
Gargrave	Given.	526 with walls and privies.	18	50 warming and ventilation.	.	.	.	603	452
	Law expenses, 9*l.*								

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	84	.	.	14	13	.	27	80
. .	.	.	340	.	(Not stated.)		.	.	.	200
. .	.	.	.	.	.	.	.	.	.	50
. .	.	.	.	.	.	.	.	.	.	50
. .	.	.	.	.	.	.	.	.	.	17
. .	.	.	.	.	.	.	.	.	.	8*l.* 1*s.*6*d.*
. .	.	.	69	.	(Not stated.)		.	.	.	60
. .	.	.	.	.	.	.	.	.	.	50
. .	.	.	.	.	.	.	.	.	.	10
. .	.	.	.	.	.	.	.	.	.	14
. .	.	.	417	80	60	.	40	.	180	224
. .	.	158	.	.	(Not stated.)		.	.	.	100
60 N. S. 15 Church Pastoral Aid Society.	.	.	.	.	(Not stated.)		.	.	.	218
. .	.	.	.	.	.	.	.	.	.	20
. .	.	.	.	.	.	.	.	.	.	45
. .	.	.	.	.	.	.	.	.	.	30
. .	.	.	.	95	.	35 sermons.	.	10 Receipts by showing chapel	140	25
. .		.	150	40	6	.	31	.	77	150

Object of Application.			Number of Trustees under several Heads.						
To obtain Aid in	At	Description of School.	Clergy or Minister.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a master's house .	Chesterfield . .	N.	.	Ten appointed by deed.					
The erection of a school-house . .	Westbury, Wilts .	N.	2	and Churchwardens of Westbury.					
Ditto	Wolverhampton, St. Mary	N.	2	.	.	.	.	.	.
The erection of a school-house, with residence.	Hartley Wintney.	N.	.	.	(Seven.)		.	.	.
The erection of a school-house, with master's house.	Launton	N.	1	and Churchwardens.					.
The erection of a school-house, with residence.	Fenstanton . . .	N.	1	and Churchwardens.					.
The erection of a school-house . .	Whittonstall . . .	N.	2	.	.	.	.	.	.
The erection of a master's house .	Whitehaven (Holy Trinity).	N.	.	.	.	.	.	.	.
The erection of a school, with master's residence.	Tiverton, ...	N.	.	.	.	.	.	.	.
The erection of a school, with residence.	Heath and Reach.	N.	1	and Churchwardens.					.
The erection of a school-house . .	Colne (Waterside)	N.	3	.	.	.	.	.	.
Ditto	Sidmouth (All Saints).	N.	1	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		No. of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
10 by 9 yards.	. .	11,000	The Vicar has a school of 150 children, whom he clothes and educates.	. .	One School of Industry (girls'). One British (boys'). Both supported by annual subscriptions.	.	406
119 by 55 feet.	60 or 70 feet square.	2,500	. .	.	One girls' school .	70	217
146 by 55 feet.	. .	6,000	. .	.	Six dame schools. One boys' ditto. .	30	401
¼ of an acre.	. .	1,300	Parochial schools (H. Bradshaw, Esq.) for the education of poor children.	.	. .	.	70
64 by 48 yards.	Residue of site.	650	. .	.	The present school, 33 by 15.	82	157
20 sq. perches.	Residue of site.	1,377	One of 18*l.* a-year.	.	One free school. . One girls' ditto. One infants' ditto. One British ditto.	.	132
61 by 23 feet.	None required.	350	Commissioners of Greenwich Hospital allow 10*l.* a year to the master.	.	Present school . .	35	80
. .	. .	10,000	. .	.	None in that part of the town of proposed school.	.	700
96 by 88 feet.	. .	10,000	Chilcott's free boys' school. . Blue-coat free : 50 boys. 50 girls. How's Benefaction to Sunday schools.	100 100	One B. and F. . . One infant school. Two or three Dissenting schools.	120	508
1 acre.	Residue of site.	900	. .	.	One Wesleyan Sunday school. One Baptist ditto. One Church ditto.	.	120
746 sq. yards.	456 sq. yards.	2,903	.	.	Two small schools (Dissenting).	.	330
172 by 36 feet.	. .	.	. .	.	. .	.	126

(*Continued on pages* 518, 519.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Chesterfield . . .	13*l.* 10*s.*	.	.	.	3*l.* 10*s.*	.	150	172	75
Westbury, Wilts .	.	575 Architect, 30*l.*	30	.	50	50 privies.	20	755	300
Wolverhampton, St. Mary.	.	80 and fittings.	.	.	45	.	.	Not stated.	.
Hartley Wintney	.	100	10 furniture.	.	20	25 walls (extra).	80	238	130
	Law expenses, 8*l.*								
Launton	50 given.	204	.	.	.	.	90	344	92
Fenstanton . . .	.	473 and master's house.	.	.	64 privies and fences.	.	.	537	205
Whittonstall . .	Given.	160	.	.	.	.	.	160	100
Whitehaven (Holy Trinity).	Estimated cost, 100*l.*			.	.	.	.	.	40
Tiverton	Estimated cost, 1,178*l.*			.	.	.	.	.	.
Heath and Reach.	7	120	.	.	10	.	50	210	122
	Law expenses, fittings, &c., 23*l.*								
Colne (Waterside)	.	610	.	.	60	.	.	682	100
	Law expenses, 12*l.*								
Sidmouth (All Saints).	Estimated cost, 350*l.*			.	.	.	.	.	125

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	.	52	25	4*l.* 10*s.*	30	.	111*l.* 10*s.*	50
110 N. S.	.	.	300	.	(Cannot be stated.)			.	.	150
600 including value of land.	.	.	550	30	30	.	80	.	140	401
. .	.	.	120	21	.	.	.	.	.	70
0 N. S	.	.	190	16	.	.	12	.	28	125
. .	.	.	.	.	.	20 from parish property.	.	18 Ellis's Charity.	.	132
30 N. S. 15 Diocesan Society.	.	.	63	.	.	.	60*l.* to 80*l.*	10 Commissioners of Greenwich Hospital.	.	50
10 N. S.	.	.	50	40	.	.	50	.	90	50
. .	.	.	249	40	60	.	9	.	109	250
30 N. . 30 Bedford County Board.	.	.	80	10	5	7	15	5 as Clerk to Parochial chapel	42	80
120 N. S.	.	.	400	10	10	.	50	.	70	330
. .	.	.	225	30	15	.	23 and work.	.	68	100

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
For repairs, alterations, and fittings.	Tunstall	N.	1	5	.	.	.	.	.
The erection of a school-house . .	Merrymeet . . .	N.	1	and 2 Churchwardens.					.
The erection of a school, with residence.	Kingsley	N.	2	.	.	.	.	.	.
Ditto	Grateley	C.	2	1	.	.	.	.	.
The erection of a school-house . .	Brereton	N.	2	2 Churchwardens, and 2 Overseers.					
Enlarging school, and building master's house.	Rickling	N.	1	.	.	.	.	.	.
The erection of a school, and master's house.	Gayton	N.	3	.	.	.	.	.	.
The erection of a school-house and residence.	Farnley	B.	1	1	.	.	.	5	.
The erection of a school-house . .	Wintringham . . .	N.	1	and Churchwardens.					.
The erection of a school-house, with master's house.	Sheffield Park . .	B.	.	.	.	.	.	10	.
The erection of schools, with master's house.	Tavistock	N.	2	.	.	.	.	.	.
The erection of a school-house . .	Shadoxhurst . . .	N.	2	and 1 Churchwarden.					.
The erection of a school, with master's house.	Cemaes	B.	.	(Twenty-two).				.	.
Ditto	Butleigh	N.	2	.	.	.	.	.	.
Ditto	Dartmouth	N.	.	.	.	.	.	.	.
Ditto	Dunfermline . . .	S.	22 Gentlemen and Tradesmen of Dunfermline.						

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in Districts not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	7,000	. .	.	None but dame schools.	.	586
50 by 32 feet.	. .	350	None within the district.	.	One dame school, held in a cottage.	.	85
¼ of an acre.	. .	1,300	One small school (boys').	.	One Methodists' .	.	133
30 poles.	Residue of site.	145	Interest of 100 guineas.	.	One Sunday school	.	46
900 sq. yards.	100 sq. yards.	1,160	One free school of 50*l.* per annum.	40	One National school (70 boys, 70 girls).	140	75
12 roods.	. .	655	. .	.	. .	.	33
34 by 50 sq. ft.	10 by 29 sq. ft. for each school.	420	. .	.	One Sunday school Two or three dame schools.	.	56
38 by 30 yards.	550 sup. yards.	1,600	.	.	. .	.	108
270 sq. yards.	. .	726	. .	.	. .	.	108
. .	500 sq. yards.	20,000	Rent of a cottage left by will to National school.	.	One infant school. One National ditto. Two Sunday ditto.	. 200	538
117 by 95 feet.	62 by 45 feet.	6,271	.	.	One B. and F. . . A few dame schools	400	415
45 by 36 feet.	5 roods.	244	.	.	A small wooden hut, into which 90 children are crammed.	.	60
34 by 26 yards.	16 by 15 yards.	Not known.	.	.	. .	.	208
86 by 64 feet.	58 by 49 feet.	900	. .	.	One Sunday school One National do.	140	200
. .	. .	4,000	. .	.	. .	.	422
994 sq. yds.	Residue of site.	14,000	One school is held by master rent fee.	.	M'Lean school . Rolland ditto. . A number of adventure schools.	1138	440

(*Continued on pages* 522, 523.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Tunstall	Estimated cost, 30*l.*			.	.	.	.	.	.
Merrymeet . . .	.	195 Law expenses, 5*l.*	.	.	10 and privies.	.	.	210	101
Kingsley	.	190 Law expenses, 10*l.*	.	.	15	.	190	405	255
Grateley	Estimated cost, 260*l.*			.	.	.	.	.	206
Brereton	.	137	.	7	40 increased cost of walls.	.	.	184	58
Rickling	.	53	35	.	.	16 extras.	81	185	135
Gayton	.	160 Law expenses, 10*l.*	.	.	20	.	120	310	160
Farnley	.	165 Law expenses, 7*l.*	.	25	60	25 various.	110	392	212
Wintringham . .	.	272 Law expenses and plan, 25*l.*	.	.	.	.	.	297	130
Sheffield Park . .	100	650 Law expenses and architect, 30*l.*	100	.	50	.	200	1,130	400
Tavistock	150 Law expenses, 10*l.* Architect, 15*l.*	620	50	20 clerk of works.	105	175	.	1,055	550
Shadoxhurst . .	Estimated cost, 132*l.*			.	.	.	.	.	45
Cemaes	.	190	.	12	.	140 18 various.	.	360	170
Butleigh	40	84	97 labour and materials.	.	6 Law expenses, 12*l.*	.	97	472	321
Dartmouth . . .	.	.	.	.	.	.	.	800	240
	Price of buildings - - - 500 Alterations - - - 300								
Dunfermline . .	130 Law expenses, 10*l.* Architect, 25*l.*	491	60	.	19 drains.	38 fence.	201	974	303

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscription and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	.	19	28	.	80	.	127	30
25 N. S.	.	.	85	15	.	.	15	.	30	50
. .	.	.	150	30	.	.	20	.	50	120
. .	.	.	54	14	.	3*l.* 10*s.*	10*d.* a-week.	.	.	40
25 N. S.	.	.	84	.	10	.	10	.	.	75
20 N. S. 20 Diocesan Society.	.	.	40 or 50	20	20	.	.	.	40	30
25 N. S. 20 Northampton Society.	.	.	95	10	5	.	10 to 15	dividend on 400*l.*	.	56
. .	.	.	180	Yearly subscriptions and school fees will support the school.						90
40 N. S.	.	.	167	25	.	.	20	.	45	80
. .	.	.	680	It is expected that the school will be self-supported.						405
200 N. S.	.	.	575	70	12 sermon.	.	30	.	112	415
. .	.	.	82	Subscriptions, as yet, 10*l.* a-year.					.	30
. .	.	.	190	20	.	.	30	.	50	150
15 Bath and Wells Board.	.	.	151	Every reason to believe that the school will be supported.			20	.	.	151
. .	.	.	560	(Not stated.)		.	.		.	400
. .	.	.	666	.	50	.	9	.	140	340

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
The erection of a school, with master's house.	Willenhall. . . .	N.	1	2 Churchwardens, and others.					8
The erection of a school-house. .	Urnshill, Burton-on-Trent.	N.	1	and 2 Churchwardens.					.
Ditto.	Romsey (Hants.).	B.	.	.	.	.	.	18	.
The erection of a class-room . . .	Birmingham, St. Matthew's.	N.	.	.	.		.	.	.
For additional grant	Cowgill-in-Dent .	N.	.	.	.	.	.	.	.
Ditto	Dunchurch . . .	N.	.	.	.	.	.	.	.
The erection of schools, with residence.	Dudley (King Street).	N.	.	.	.	.	.	.	.
For additional grant	Tenby	N.	.	.	.	.	.	.	.
Ditto	Stonham Aspal .	N.	.	.	.	.	.	.	.
The erection of an additional class-room.	Andreas, Isle of Man.	N.	.	.	.	.	.	.	.
The liquidation of a debt	Walmsley	N.	.	.	.	.	.	.	.
For additional grant	Rhos Llanerch-rugog.	N.	.	.	.	.	.	.	.
For additional aid, to provide wooden flooring.	Framingham, Earl	N.	.	.	.	.	.	.	.
Enclosing school with palisade and gate.	Thurmaston . . .	N.	.	.	.	.	.	.	.
Application for further grant . .	Barnby Moor . .	N.	.	.	.	.	.	.	.
For further aid to erect master's house.	Birmingham, St. Thomas.	N.	.	.	.	.	.	.	.
For additional grant	Etruria	N.	.	.	.	.	.	.	.
Ditto	Pensnett	N.	.	.	.	.	.	.	.
Purchasing house adjoining school-house.	Collingham, South.	N.	.	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
1,470 yards.	366 sq. yards for each school.	3,000	. .	.	Church Sunday . . British school . .	148 94	470
. .	12 feet on all sides.	400	. .	.	One dame school .	.	99
106 by 42 feet.	Two, 40 by 25 feet each.	6,000	Nowe's Charity A charity connected with National school.	20	National school. . . Nowe's Charity . Lady Palmerston's School of Industry. British school, (girls'). Dame schools . .	500 40 120 50 100	292
. .	. .	.	. .	.	. .	.	.
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The site has been extended from 1 rood to ½ an acre.		.	. .	.	. .	.	.
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(*Continued on pages* 524, 525).

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Willenhall . . .	294	706	36	.	55 and pump.	30 various.	150	1,331	667
	Law expenses, 20*l.* Commission, 39*l.*								
Urnshill, Burton-on-Trent.	Estimated cost, 220*l.* Law expenses, 12*l.*			.	.	.	.	232	97
Romsey (Hants).	100	340	.	.	20	60 various.	.	540	260
	Law expenses, 20*l.*								
Birmingham St. Matthew's.	Estimated cost, 56*l.* 10*s.*			.	.	.	.	.	.
Cowgill-in-Dent .	.	.	.	.	.	.	.	.	.
Dunchurch . . .	.		.	.	.	.	.	.	.
Dudley (King Street).	Estimated cost, 1,260*l.*			.	.	.	.	.	.
Tenby	.	.	.	.	.	.	.	.	.
Stonham Aspal .	.	.	.	.	.	.	.	.	.
Andreas, Isle of Man.	Class-room, girls' yard, and privies, 70*l.*					30 enclosing and levelling.	.	100	
Walmsley . . .	Amount of debt, 213*l.* 8*s.* 7*d.*				.	.	.	.	.
Rhos Llanerch-rugog.	.	.	.	.	.	.	.	.	.
Framingham, Earl	.	.	.	.	.	.	.	.	.
Thurmaston . . .	Estimated cost, 32*l.*			.	.	.	.	.	.
Barnby Moor . .	.	.	.	.	.	.	.	.	.
Birmingham, St. Thomas.	Estimated cost, 200*l.*			.	.	.	.	.	25
Etruria.	.	.	.	.	.	.	.	.	.
Pensnett	.	.	.	.	.	.	.	.	.
Collingham, South.	Purchase-money is 200*l.*			.		.	.	.	.

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£	£	£	£	£	£	£	£	£	£	£
. .	.	.	664	.	20	.	60	.	80	470
. .	.	.	133	(Not stated.)		.	.	.	.	50
. .	.	.	240	25	.	.	2*d.* a-week.	.	.	150
. .	.	.	.	.	.	.	.	.	.	56*l.* 10*s.*
. .	.	.	.	.	.	.	.	.	.	20
. .	.	.	.	.	.	.	.	.	.	42
. .	.	.	.	.	.	.	.	.	.	380
. .	.	.	.	.	.	.	.	.	.	20
. .	.	.	.	.	.	.	.	.	.	20
Available means, 40*l.*	.	.	60	.	.	.	.	.	.	45
. .	.	.	.	.	.	.	.	.	.	150
. .	.	.	.	.	.	.	.	.	.	66
. .	.	.	.	.	.	.	.	.	.	12*l.* 10*s.*
. .	.	.	.	.	.	.	.	.	.	15
. .	.	.	.	.	.	.	.	.	.	38
50 N. S.	.	.	125	.	.	.	.	.	.	50
. .	.	.	.	.	.	.	.	.	.	15
. .	.	.	.	.	.	.	.	.	.	23*l.* 13*s.*
. .	.	.	.	.	.	.	.	.		50

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
Enclosing school premises with wall.	Crosby-on-Eden .	N.	.	.	.	.	.	.	.
Application for further grant . .	Colnbrook . . .	N.	.	.	.	.	.	.	.
Ditto	St. Ives	N.	.	.	.	.	.	.	.
The erection of a school-house . .	Dunkerton. . . .	N.	1	and Churchwardens.					.
Repairing school-house	Durley	N.	.	.	.	.	.	.	.
For additional grant	Cuddington . . .	N.	.	.	.	.	.	.	.
Ditto.	Hook	N.	.	.	.	.	.	.	.
In repairing school-house	Derby (St. Peter's)	N.	.	.	.	.	.	.	.
For additional grant	Lydiard Milicent,	N.	.	.	.	.	.	.	.
Ditto.	Bristol.	Hannah More's school.	.	.	.	.	.	.	.
Ditto.	Meavy.	N.	.	.	.	.	.	.	.
For additional grant towards liquidating a debt.	Mere	N.	.	.	.	.	.	.	.
Enlarging existing schools. . . .	Sheffield Park, St. John's.	N.	3	6	.	.	.	.	.
The erection of a school, with residence.	Redmarley. . . .	N.	3	.	.	.	.	.	.
The erection of a school-house . .	St. Ives	N.	2	.	.	.	.	.	.
Additional aid towards erection of master's house.	Thringstone . . .	N.	.	.	.	.	.	.	.
The erection of a school, with master's house.	Whitley	N.	2	and 3 Churchwardens.					

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		Number of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
39½ by 38¼ feet.	4 perches.	970	. .	.	One Dissenting. .	70	80
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .		. .	.	. .	.	.
. .	. .	.	. .	.	Four National schools in St. Peter's parish, viz., Seddal's-lane, Devonshire-street, Traffic-street, and Bag-lane.	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. . .	.	.
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
1,000 sq. yds.	580 sup. yds.	14,000	. .	.	A great many dame schools.	.	322
½ an acre.	½ of an acre.	1,000	. .	.	One Dissenting school.	.	98
82 by 24 feet.	In the basement under the school.	6,000	. .	.	National schools (in hired rooms). Several infant schools.	180	340
. .	. .	.	. .	.	. .	.	165
1 rood 27 perch.	. .	936	Interest of 100*l.*	4	One, three miles from Whitley.	40	70

(*Continued on pages* 530, 531.)

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books & Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£.	£.	£.	£.	£.	£.	£.	£.	£.
Crosby-on-Eden .	Estimated for wall and palisade, 50*l.*					.	.	.	.
Colnbrook . . .	.	.	.	.	.	.	.	.	.
St. Ives	.	.	.	.	.	.	.	.	.
Dunkerton . . .	given	394	11	.	10 and law expenses.	.	.	415	50
Durley	.	.	.	.	.	.	.	.	.
Cuddington . . .	.	.	.	.	.	.	.	.	.
Hook	.	.	.	.	.	.	.	.	.
Derby (St. Peter's)	Estimated cost, 217*l.* 8*s.* 5*d.*					.	.	.	75 14
Lydiard Milicent	.	.	.	.	.	.	.	.	.
Bristol	.	.	.	.	.	.	.		.
Meavy	.	.	.	.	.	.	.	.	.
Mere	.	.	.	.	.	.	.	.	.
Sheffield Park, St. John's.	.	373	50	.	.	.	.	423	115
Redmarley . . .	.	300 and residence.	.	.	5	.	.	305	180
St. Ives	.	500	.	.	.	.	.	635	.
	Architect, 35*l.*; other expenses, 100*l.*								
Thringstone . .	.	.	.	.	.	.	.	.	.
Whitley		105	.	.	10	.	160	285	140
	Law expenses, 10*l.*								

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimate Income of School.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
£.	£.	£.	£.	£.	£.	£.	£.	£.	£.	£.
. .	.	.	.	.	.	.	.	.	.	50
. .	.	.	.	.	.	.	.	.	.	50
. .	.	.	.	.	.	.	.	.	.	80
. .	.	.	.	The patron will endow the school with a sufficient sum to keep it in repair.						80
. .	.	.	.	.	.	.	.	.	.	4
. .	.	.	.	.	.	.	.	.	.	35
. .	.	.	.	.	.	.	.	.	.	14
60 N.S	.	.	81 14*s.*	.	.	.	.	.	.	30
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. .	.	.	.	.	.	.	.	.	.	40
100 N. S.	.	.	200	35	6	.	1*d.* & 2*d.* a-week.	.	.	322
. .	.	.	120	Fees, 20*l.* or 25*l.*			.	.	.	80
232*l.*, besides the lease of site valued at 200*l.*	.	.	412	64	.	.	27	.	91	300
. .	.	.	.	.		.	.	.	.	25
10 Durham Diocesan	.	.	135	.	.	4 10*s.*	23	.	.	70

Object of Application.		Description of School.	Number of Trustees under several Heads.						
To obtain Aid in	At		Clergy or Ministers.	Gentry.	Professional Men.	Merchants and Manufacturers.	Farmers.	Shopkeepers.	Working Men.
Application for additional aid . .	Potter Heigham .	N.	.	.	.	.	.	.	.
Ditto.	Bootham.	N.	.	.	.	.	.	.	.
In ventilating and repairing school-house.	Bratton Clovelly .	N.	.	.	.	.	.	.	.
The erection of a school-house, with residence.	Saleby	N.	2	.	.	.	.	.	.
The erection of school-houses, with residences.	Greenwich, Trinity Church.	N.	1	3	1	.	.	.	.
Application for further grant . .	Ditchingham. . .	N.	.	.	.	.	.	.	
Ditto.	Hordley.	N.		.	.	.	.	.	
Ditto.	Alston.	N.	.	.	.	.	.	.	.
The erection of a school-house. .	Oxenhope. . .	N.	2	1	.	1	3	.	.
For additional grant	Blackwood . . .	B.	.	.	.	.	.	.	.
Ditto.	Brabourne. . . .	N.	.	.	.	.	.	.	.
Ditto.	Walsall Wood . .	N.	.	.	.	.	.	.	.
Ditto.	Dunfermline . .	Free Abbey School.	.	.	.	.	.	.	.
Enlarging school-house. . . .	Douglas, St. Barnabas.	N.	2	.	.	.	.	.	.

Extent of		Population of District from which Children will assemble.	Endowments in District.		Existing Schools in District not Endowed.		No. of Children to be provided for in School, at six square feet each.
Site.	Play-ground.		Name and Character.	Number of Children Taught.	Name and Character.	Number of Children Taught.	
. .	. .	.	. .	.	. .	.	.
. . .	. .	.	. .	.	. .	.	.
. .	. .	.	. . .	.	. .	.	.
14 perches.	. .	229	One of 6*l.* a-year, for maintenance of teacher.	.	One dame school	.	64
5570 sup. feet.	Blackheath, 330 yards distant.	7,000	One for girls. . Dixon's Charity	30 90	One Dissenting school.	60 or 70	357
. .	. .	.	. .	.	. .	.	.
. .	. .	.	. . .	.	. .	.	.
. .	. .	.	. . .	.	. .	.	.
930 sq. yards.	752 sq. yards.	3,000	One free grammar school.	.	One Methodist. . Three do. Sunday } Three Baptist do. }	50 400	288
. .	. .	.	. .	.	. .	.	.
. . .	. .	.	. .	.	. .	.	.
. . .	. .	.	. .	.	. .	.	.
. .	. .	.	. .	.	. .	.	.
. .	Two.	9,000	Douglas Sunday and daily school. Interest of 300*l.*	.	Douglas Sunday } and daily school } St. George's infant school. One Wesleyan. . One Roman Catholic.	460 150	517

At	Total Estimated Expense of School Building.								Amount Subscribed by Private Parties.
	Site.	School-rooms.	Fittings.	Books and Apparatus.	Fences.	Levelling, &c.	Master's House.	Total Estimated Expense.	
	£	£	£	£	£	£	£	£	£
Potter Heigham .	.	.	.	.	.	.	.	.	.
Bootham	.	.	.	.	.	.	.	.	.
Bratton Clovelly .	Estimated expense, 21*l.*			.	.	.	.	.	Subscribed about 7*l.*
Saleby	.	115 and master's house.	.	.	.	.	.	150	110
Greenwich, Trinity Chutch.	Estimated cost, 1,500*l.*			.	.	.	.	.	600
Ditchingham . .	.	.	.	.	.	.	.	.	.
Hordley	.	.	.	.	.	.	.	.	.
Alston	.	.	.	.	.	.	.	.	.
Oxenhope . . .	20 given	465	.	.	5	.	.	505	150
		Legal expenses, 15*l.*							
Blackwood . . .	.	.	.	.	.	.	.	.	.
Brabourne . . .	.	.	.	.	.	.	.	.	.
Walsall Wood . .	.	.	.	.	.	.	.	.	.
Dunfermline . .	.	.	.	.	.	.	.	.	.
Douglas, St. Barnabas.	Cost of enlargement, 150*l.*				.	.	.	150	65

Amount Contributed by any Society or Societies, naming them.	Amount derived from Sale of old School-house, or from Sale of Parochial Property.	Amount derived from other Sources.	Deficiency of Funds for the Erection of School Buildings.	Estimated Income of Schools.						Decision of Committee of Council.
				Annual Subscriptions and Donations.	Annual Collection.	Endowments.	School Fees.	Other Sources.	Total.	
. .	.	.	.	.	.	.	.	.	.	25
. .	.	.	.	.	.	.	.	.	.	55
. .	.	.	15	.	.	.	.	.	.	15
15 N. S.	.	.	40	10	Not otherwise stated.			.	.	50
160 N. S.	.	.	800	.	Not stated.		.	.	.	357
. .	.	.	.	.	.	.	.	.	.	50
. .	.	.	.	.	.	.	.	.	.	20
. .	.	.	.	.	.	.	.	.	.	15
100 N. S.	.	.	355	.	Not particularized.			.	.	208
. .	.	.	.	.	.	.	.	.	.	74
. .	.	.	.	.	.	.	.	.	.	27
. .	.	.	.	.	.	.	.	.	.	20
. .	.	.	.	.	.	.	.	.	.	60
. .	.	.	85	30	30	.	45	.	.	85

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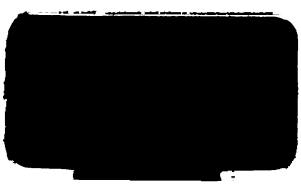
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